

**THE IMPACTS OF RACIAL DISCRIMINATION TOWARDS THE MAIN CHARACTER'S
PERSONALITY AS REFLECTED IN BLACK BOY BY RICHARD WRIGHT
(A SOCIAL PSYCHOLOGY STUDY)**

A THESIS

Presented as Partial Fulfillment of the requirements for the Attainment of
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The Impacts of Racial Discrimination towards the Main Character's
Personality as Reflected in *Black Boy* by Richard Wright
(A Social Psychology Study)

A THESIS



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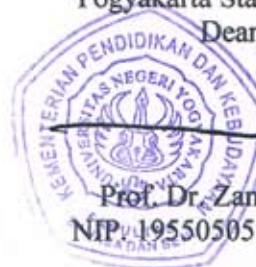
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang dituliskan oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan yang mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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Adnan Prasetya Darmawan

MOTTOS

“The weak can never forgive. Forgiveness is the attribute of the strong.”
(Mahatma Gandhi)

“Tranquility can be found when we are with God.” (Anonymous)

“Nothing is impossible. Anything can happen as long as we
believe.”(Anonymous)

DEDICATIONS

This magnificent masterpiece is dedicated to:

- ❖ My lovely parent, who really love, teach and support me endlessly
- ❖ My love-life partner, who always next to me for the rest of my life

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**The Impacts of Racial Discrimination towards the Main
Character's Personality as Reflected in *Black Boy*
By Richard Wright
(A Social Psychology Study)**

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ABSTRACT

The objectives of this research are to identify the impacts of racial discrimination towards the main character's personality as reflected in *Black Boy* by Richard Wright. The researcher applies social psychology of literature theory which is concerned on Erik Erikson's identity: youth and crisis. Then, to analyze the way racial discrimination and the impacts of racial discrimination reflected in this autobiography, the researcher applies Erikson's life cycle theory.

This research is a qualitative research. The content analysis is used to analyze the data. The main data of this research are words, phrases, sentences, and dialogues related to racial discrimination and its impact of the main character. The key instrument of this research is the researcher himself. The researcher made some indicators of the racial discrimination problems, the impacts of racial discrimination toward the main character personality explained in the analytical construct. The indicators were made based on the theory to gain the data of this research. In addition, the researcher uses *peer debriefing* method in order to obtain the trustworthiness.

This research reveals that there are three stages experienced by the main character with racial discriminations: racial discriminations experienced in childhood, racial discriminations experienced in teenager and racial discriminations experienced in young adult. Next, the researcher also reveals that there are five indicators of the racial discriminations impacts: being temperamental, being rude, easily getting angry, becoming silent, frightened of the white. Both of the last indicators are determined as result of the racial discriminations. The racial discriminations and the impacts of racial discrimination in *Black Boy* are represented by using social psychology as a literature problem. In conclusion, the researcher finds out that *Black Boy* is a great autobiography in delivering racial discrimination and its impacts toward the main character's personality of African American's teenager.

Key words: Social psychology of literature, identity, racial discriminations and impacts of racial discrimination.

CHAPTER I INTRODUCTION

A. The Background of Study

Racial discrimination towards African Americans became great issues during the 1960s until 1970s (Cayton and Wiliams, 2001:123). It was affected by the social condition changes due the recent era. The blacks were taken brutally from their African land to be sold to the white people as slaves. The Africans were treated like a property which had to follow the master's rules. This condition continued until the civil war began. The civil war rights took decision to win the equality of African American's life. They gained freedom in human right not only from the slavery and equal protection in the human right, but also from human right vote. However, this condition does not make any changes to the African American society. In reality African Americans have still not been accepted yet in the case of humanity treatment in their daily life. Racial discrimination is the most common problem for the African American people.

Nowadays, the racial discrimination still happens in the daily of life. Racial discrimination commonly happens to African American people. For example, a research on Perceived Discrimination in Everyday Life, Perceived Life chance, and Health in Two Japanese Immigrant Groups by Takashi Asakura (2006) proved that the minority people such as Japanese who live in South America still suffered the racial discrimination since 1990 until 2005. In Indonesia, although the of Indonesia's condition put up a legal barrier to entry for Indonesian of Chinese descent to fully take part in their daily life, many of the

Chinese still cannot live freely and totally escape from the daily racial discrimination. However, the racial discrimination also appears as a big issue for minority people who lived there. For Chinese people who live in Indonesia, Taslim (2012) some Chinese descents were still living in their exclusive community and stuck in their primordial way of thinking. Such condition makes the Chinese people unable to live freely in their community.

The effect of racial discrimination itself brings much suffering for the victims. They suffered from bullying, hunger, and the worst the genocida of the current society. This effect of racial discrimination leads the agent to do brutality to the victim. The agent will receive bad treatment if the victims do something improperly. They will have no mercy to bully or even kill them. However, the phenomenon of genocida happens not only in the particular country, but also in Indonesia. For example, the civil war happened between Dayak and Madura tribe. The conflict happened in February 18, 2001 and killed more than 500 people and mad more than 100,000 Madura's people lose their home in the center of Borneo (http://id.wikipedia.org/wiki/Konflik_Sampit). In the beginning of this conflict Madura's people came for transmigration program held by the Indonesian government in the 1930. The Dayak tribes felt jealous to the Madura's because they occupied Dayak native lands. The rumor said that the civil war which began in 2001 was affected by the Dayak house burning and they took revenge to the Madura people by burning their houses also. Furthermore, Usop (2001) says that the assassination done by the Dayak tribes was their struggles in the field of self defenses after their members were attacked by the Madura people. Meanwhile, in

central Africa, world also has Rwanda genocida. It happened in April 6, 1994. The conflict caused more than 800.000 peoples Tutsi clans died.

The fact that the minor society and particular African Americans still experience segregation in the United States becomes the fundamental condition to pursue their human rights to be treated equally. However, there are many movements that defense people to be treated equally as a human being and freedom to choose. People still judge that the African Americans cannot be treated equally and also became the American society. The awareness towards the equality is not widely spread to the people who reject them. Hence, the white Americans can treat African Americans whatever they want.

Literature, as media, may provoke and change people's minds. People know the current issues from the author's words through its writing. Literature is a contextual writing or expressions which have a meaningful content that reflect to the reality. Many of black literatures convey the themes of racial discrimination, inequality and segregation as a form to break the condition of desperation. These black literature works offer a different point of view so people can realize their existence in the society.

Literature brings people's awareness on several things. Literature brings a heavy duty to remind people through its common language. Literature contains reality and it reflects to people's common sense in the real life. As Lepore (2010) defines:

“We study literature because it humanizes us. It helps us to live, however briefly, in other people's shoes and to consider what we would do in that same or a similar situation. It helps us to become better people by "feeling" for others and empathizing with people who have suffered great

losses; it teaches us to be genuinely happy for those who have experienced great joys and successes. Literature helps us to live in other countries, time periods, and even as another gender for a little while. It helps us to understand ourselves and to become comfortable with our values, traditions, and the unspoken rules of society by which we live”.

From the statement above, it is clear that literature helps us to understand the values in our life. Literature helps people to understand African Americans in experiencing their racial discrimination and their struggles to gain their identity as equal people in United States.

Identity sets an important role in human's life. It is like a cradle to grave, which is tagged as a recognition for the death. People recognize identity as a crucial. It is very important since it signifies person as an individual. It means a lot to people because of the identity labeled on, they feel that their existence are well recognized in the society. The signifies may bring their position on current society to follow.

Based on Woodward (2000; 8) in questioning identity, gender, class and ethnicity affect the concept of identity involving some notion of human agency: an idea that human ability to have some control in constructing identity. He further argues that identity involves link between the personal and the social. Recognition can be produced by others who construct this category of person because they are not known as people who deserve to treat a person equally. Meanwhile, Hogg and Abrams (1988) stated that social categories in which individuals place themselves are parts of a structured society and exist only in relation to other contrasting categories (for example, black Vs white), each has more or less power prestige, status and so on. In surroundings, people make their

common sense to the group. It is needed because they do not want to be judged negatively from society they choose. People will pursue their recognition to show their existence and grant the identity. Identity operates similarity and different mechanism to indicate as a symbols and representations.

Pursuing identity for common people is a difficult thing to do. For the minority, such as, black people who have segregation, racial discrimination and gender abuse during the colonialism era, gaining their truly identity as a part of society is an impossible thing to do. White people still consider that black people are a “property” that does not deserves for a good treatment. They have to work in White’s plantation to gain their freedom without feeding by their employer. There is no choice for African Americans to be recognized. As a human being, they have rights to pursue and recognize their identity to be freedom. They make movements to pursue their right in gaining their identity as a human that is equal in the society, especially in America.

As a united nation, United States America consists of many ethnic and cultural societies. It makes the United States of America as a multicultural country. The multicultural country consists of immigrants who came from their native to America. The real American is still debatable. For the societies, who do not originally come from America, they start to storm a question “who am I” and “Who American is”. Identity, in this case, is seen not only as a matter of “becoming” but also “being” and “How we can be part of it”. Hall (in Woodward, 1997:52)” belongs to the future as much as to the past. It constitutes the question, such as “What really you are”, “What you would like to be”, and

“What qualities make you an America”. Those questions lead to a complex of life crisis as mostly seen in African American which oppress by society. As a human being, it is hard to believe that they live in the country which is run by black and white. Facing the reality, they have to fight for their identity and experience much oppression in their society. African Americans have to be brave to gain their identity recognition to make their life better. They have to succeed to be well recognized as a part of the society in the United States of America.

African Americans are people of the United States who have partial descent from any native inhabitants of African continent. In the beginning of their existence in United States, African Americans were treated as slaves. It made African Americans experience many of segregation in the United States. In the history of African Americans, the first African who came to America treated as a slave. White people spent their money to buy black people as workers in White people's house. They were employed to plant crops and feed the cattle as their reward for being feed by the white people. During the slavery era, African Americans experience racism in their daily of life. The segregation in the kinds of racism continues in their daily of life. For example, African Americans couldnot stand beside of White Americans in the public transportation. Due the racism era, the separation looked real in the rail station area. White people still could enjoy the train facility as well as whites in the kinds of the public service. However, they have to be separated between the black side and white side in the waiting room inside the rail station. Another example shows the racism that African American cannot sit in the front of the bus; they have to sit in the back and

separate from White Americans. These treatments make African American unable to develop their identity as white did. They do not educate, and humanize well. They have to feel hunger inspite of whites always feel full of food inside their stomach. These conditions make the African Americans fell jealous to the whites. As part of human being, the concerns of human rights begin to rise in the African American community in the United States. They break through the condition with many offenses to the whites. They fight to gain their freedom, better life and identity recognition.

Wright's *Black Boy* is interested in the field of African American Adolescent who is oppressed by the society in pursuing his identity recognition towards the main character's racial discrimination. Wright's intention in writing the stories is to criticize the society about African American's perception towards his childhood experience due to the racism era. The African Americans are considered as a rebel, and criminal people who do not deserve to be treated equally by whites. This differentiation brings African Americans to break the reality that people can see them as a human in the society. Wright's demands to be treathed equally with the others immigrants creates the masterpiece in h is life. Furthermore, the researchers here prefer to use *Black Boys* by Richard Wright because it criticizes African American's experience in racial discrimination to pursue his identity. It becomes the significant themes of this study.

To conclude the problem of identity in African American as reflected in Richard Wright works, social psychology theory is used to observe the relationship between the ego identities and the main character's personality

development. This approach is used to examine the character in term of biological changes, psychology and the society's point of view from the development of the main character's identity. Furthermore, as an adolescent who has undergoes psychological changes, identity crisis approach is also used in order to get specific data in term of the impact towards the main character personality affected by the racial discrimination and society's points of view. They relate to the main character psychology changing. The agents of socialization use to examine his interaction to the society. The terms of social psychology and psychosocial identity are also used to explore the external factors in the society. The oppression experienced by the main character is explored to get the clear data related to society. To make specific data, psychological development is used to examine the characters. Through his developmental changes from adolescent toward the main character's effort in pursuing his identity. The researcher analyzes the racial discrimination of the main character and the effects of developmental stages through ego identity and terms of social psychology in the field of psychosocial identity.

B. The Research Focus

To deal with the interpretation of literary work, there are three major aspects which are connected to each other: the author, the readers, and the text itself. Since literary criticism may be defined as the art of interpreting literature, every reading is an act of criticism and every reader is a critic (Keesey, 1994: 1). The kinds of criticism are indeed unavoidable. Therefore, literary theory is needed in order to bridge the author's intention, the reader's interpretation and the

meaning of the text. It uses to make a good interpretation that researcher can border the limitation of this study.

There are three kinds of investigation that can be conducted in order to analyze Wright's *Black Boy*. The first is to reveal the author's intention in presenting his writing. This kind of investigation deals with the author's background, perception, and world view perception about his work. Chronologically, the story can be divided into three parts: the oppression received by Richard Wright as the main character, the racial discrimination experienced by the main character and the impact of the racial discrimination toward the main character personality. The racial discrimination affects his identity development and the effort to against the racial discrimination. Most of the story explains that African American Adolescent were oppressed by the racist society. Their struggles are to pursue the identity recognition from Whites. Hence, Wright's experiences on racial discrimination in his early life and adulthood and his painful experiences due the segregation era make him think that white people are always stronger than black people. Richard Wright's perception in white people supremacy in ruling the black people as a property makes him think that they are not considered as human being. His sorrow about white people who always do racism to the African Americans makes him realize that he cannot do anything to save the African Americans and pursue their freedom as a human being. However, the condition makes the black people get worse and worse. Black people cannot live as free men. Those phenomena make the African Americans question about their identity and freedom. Basically, as a human being, it is human for people to

be recognized by their surroundings. African American racial discrimination and the impact of identity crisis are examined. Concisely, such focus of investigation emphasizes on the author himself.

Second, another investigation can be conducted by emphasizing the interaction between the readers and Wright's *Black Boy*. The gap between reader's perspectives, pre-assumption about African-American racial discrimination in identity development in the relation of oppression and the different perspective or information provided by the text are observed. The new perspective can be grasped by the readers after reading the text. Therefore, the readers are situated in an important position because they can accept or reject the perspective and information provided by Wright's *Black Boy*.

Third, an investigation can also be conducted by identifying and revealing the extrinsic elements or the information of social reality in the text. The relationship between reality as a context and *Black Boy* as a text which represents the reality itself are investigated. The first step is done by revealing the kinds of racial discrimination experienced by Richard Wright inside the story. Second, several common features explaining how do the racial discriminations affect the identity development of Richard Wright as African-American teenager pursuing his identity are worth discussing. Besides, the story of *Black Boy*, contains racial discriminations and the impact towards his identity development of the main character in contributing much of investigation.

C. Research Questions

Based on the previous explanation on the research focus, the research questions to be addressed are drawn into two specific questions:

1. How are the racial discriminations experienced by the main character as reflected in the Richard Wright's *Black Boy*?
2. What are the impacts of the racial discrimination towards the main character's personality as reflected in Richard Wright's *Black Boy*?

D. Research Objectives

Further more, the objectives of study are identified and described on:

1. To identify the racial discrimination of the main character as portrayed in Richard Wright's *Black Boy*.
2. To explain the impacts of racial discrimination towards Richard Wright's Personality reflected in the *Black Boy*.

F. The Significances of the Study

1. Academically, by reading the analysis of this study the readers may gain better understanding related to social psychology theory and identity crisis in developmental stages.
2. Practically, the readers will enlarge their knowledges about the racial discrimination experience by the African Americans due the segregation era of America in 1930-1960s.

CHAPTER II

LITERATURE REVIEW

The fundamental aims of the research are to identify the racial discrimination towards the main character's social psychology development in developing his identity as reflected in Richard Wright's works, and the impacts of the racial discrimination related to the main character's psychology development to show his existence in American Society. Then, the research also reveals American's perception on African American's in the recent times and their living experience in the United States, especially young African American related to the psychology development.

In this chapter, the researcher uses several approaches in order to find specific data as mentioned in the text. The data approaches use to support data findings in fields of literature and social psychology crisis in developmental stages. The mimetic literary approach, the relation between social and psychology and literature, Erikson's identity crisis theory and the previous research findings are explained. Erikson's identity crisis focusing on the identity crisis in the fifth and sixth developmental stages is applied to analyse the observable fact of identity in the young African American's struggle in pursuing their identity. The approaches are used to explore the text, and Erik Erikson's theory, background and information includes the history of African American society in the United States as supporting data. It uses to catch the mind setting and the ideology to get specific data deflected to the text. In 1930-1960 African American condition and tradition in the United States and the short biography

of Richard Wright as an African American author are significant approaches to get a supporting data in the terms of racial discrimination in the United States.

A. Mimetic Literary Approach

Referring to Edward's (1967; 335) point of view, the term of "mimesis" is derived from Greek mimesis which means "to imitate". By the explanation, mimetic have relevance to literature as reflect from reality. Mimetic also can be explained as part of reality which reflected in the reality. It usually captures human's activity in the reality as an activity to be written in literary context. Clarke (1983:3) "One camp, the realists, argues that literary works can objectively or accurately represent, reflect, mirror, capture, depict, portray, describe, refer to or correspond to reality or the world as it really is". Eagleton (1983:3) adds in his book entitled *An Introduction of Literary Theory*, that literary works is a vehicle for ideas, a reflection of social reality nor the incarnation of same transcendental "truth". According to those explanations, literary works are not only an imagination which people created to entertain people in the story but, literary works are the reflection of reality. Literary works bring a truth in real condition imitation of reality to be considered as a part of human being.

As a part of literary work and the reality, mimetic is significant for human's development in the course of how literature reflects human's real condition and life experiences form other people. Indeed, the writer also gives a point of view from his perspective that literary work is a portrayal of reality.

Clarke (1983:102) in *Literary Representation: The mimetic approach to criticism* furthermore says:

“The other camp, the constructivists (or constructionists), believe that literary works offer necessarily subjective interpretation of or perspective or point of view on reality and that writers accordingly 'construct' (note the architectural metaphor informing this view), using the various discursive means at his/her disposal, a particular image of reality or the world which is then often assumed to be a depiction of things as they really are”

From the statement above, literature and reality is relied on the writer's point of view in facing the reality. The writer writes as naturally as possible based on what he feels in the reality. This conception makes the literary works contain a significant problem to be analysed, because it is a copy from reality.

Wright's *Black Boy* portrays a real problem of African American's experience in racial discrimination in daily life. African Americans have to struggle for their life towards the racial discrimination of white people in the 1930-1960 in United States America. Richard Wright's explanation about his life experiences as an African American is an evidence of how African American experience racial discrimination in the United States America. Furthermore, Wright's work majors at breaking the oppression of African American in his life background and he presents it as symbolization of offences against the racism and oppression. Therefore, his literary work can be seen as a portrayal of reality toward the struggle to pursuing the identity recognition.

B. Literature and Social Psychology

Social psychology is a branch of psychology which concerns on the ways human thoughts, feelings, and action are influenced by social environments. Using these terms, people are able to learn about others in the society. People believe that they need others to recognize each other. As a social creature, people always look for their identity in the society. They begin cooperating with others such as, build family, brotherhood to share, feel and think as an equal community. Human is an object that needs other people to recognize each other. They should have a good way to interact, and know each other. It is natural for human being to have socialization. Erikson (1968:23) says “the identity crisis in individual life and contemporary crises in historical development because the two help to defines each other and are truly relative to each other” Erikson. It is true that human relationship define people’s identity. Identity can be developed by interaction in society as time goes to. Social Psychology interests to examine human relationship according to psychology and society effect. Furthermore, the development affects on the identity character’s which is dominated by human psychological development and its interaction to the society.

Moreover, literature as a text reflects a reality inside the literary work. The connection between social psychology and literature is that both examined human character. Both literature and social psychology talk about human conditions on human psyche. It can be said that even though they have the same object and function to explore each of the framework, basically they are different in the terms context.

Literature examines the depiction of real life in the contextual text, while, social psychology explores human psychology in the real life.

C. Racial Discrimination towards African American as a Social Psychology Problem.

Race is an ethno racial distinction, as historically contingent social construction (Bobo, 2003: 319). It becomes a significant social issue because people use racial differences as their basic to do discrimination toward minor society. The origins of racism in the United States are directly traced to the European conquest of the Americas. Europeans want to expand capitalism in the United States. They begin to seek cheap source in building colonies in United States. Due the colonialism era, Europeans kidnap African people to be sold as slavery. The slave trade creates much of the wealth in that era. The exploitation and discrimination suffered by the African Americans. It is affected by Europeans racist because consider them as people that do not deserve a better life. This false notion became known as “the white man’s burden,” and was used to justify the European’s taking and enslaving people (Moen, 2002: 34)

In the Race, Racism and Discrimination: Bridging Problems, Methods, and Theory in Social Psychology Research published 2003, defines:

Racial discrimination is “a set of institutional conditions of group inequality and an ideology of racial domination, in which the latter is characterized by a set of beliefs holding that the subordinate racial group is biologically or culturally inferior to the dominant racial groups. These beliefs, in turn, are deployed to prescribe and

legitimize society's discriminatory treatment of the subordinate group and to justify their lower status (Bobo, 2003: 319)

From the explanation above, it can be concluded that racial discrimination is a condition that is created by human in separating their status in the group of society

In this world, discrimination usually happens towards minority. According to Eitzen and Zinn (1992: 181), there are three characteristics of minority. First, the most important characteristic of a subordinate "minority" group is dominated by a more powerful group. Second, it is composed of people with similar characteristic that differ significantly from the dominant group. Then, one last characteristic that all minority groups have in common is that they are singled out for different and unfair treatment.

The African American is one of minority groups facing racial discrimination in the United States since the slavery era. The discrimination gives so many limitations which work as restrain in the African American life and this is lead not only in their social problems but also in their social psychology. According to Bobo and Fox (2003: 319)

Yet the basic social processes invoked by the terms race, racist and discrimination are quintessentially social psychological phenomena; sociologist ignore or downplay this basic insight at the discipline's peril. These concepts concern the meanings of social groupings and how those meanings come to guide patterns of relations among individuals recognized as members of particular groups. They immediately entail the labelling and social learning of group categories, identity, feelings, beliefs, and related cognitive structures. These factors, in turn, are expressed in lines of interaction and behaviour that flow from, reinforce and reconstitute, or come to transform those social categorizations.

It is clear from the statement above that the use of the psychology social gives a new point of view as the impact of racial discrimination. The main stream sociology approach commonly focuses on the manifestations of race, racism and discrimination. However, the psychology social focuses on social learning of group categories, identity, beliefs, feeling and related to cognitive structures.

The discrimination towards the African Americans not only affects their social life but also the impact in their cognitive structure. According to Bobo and Fox (2003: 320), there are three goals in bridging the special issues relates to social psychological in the understanding process of race, racism and discrimination. First, the social psychology encourage bridges across major subareas, methods, and theory related to the direct dialogue, and the various problems, questions, and methods of analysis that typically distinguish and organize domains of social research. Second, is the social psychology approach encourages literary work across multi-ethnic scope. In this second goal is not only concerned on black-white but also adopted a strategy of simultaneous and rich multi group comparisons. The last goal is to highlight work that adopts a target-group or minority group frame of references. The racial discrimination toward African Americans can be categorized to the first goal in revealing society and its effect towards social psychology.

D. Social Psychology and Psychosocial identity

Since, social psychology focuses on the impact of racial discrimination into the psychology development. Many researchers work in bridging major theories related to its effect in the social life. The researcher possesses major theoretical approaches in various domain of social life. The Strong research literature exists in these domains. The contributions of this special issue offer critical extensions of ideas on identity, schooling, and achievement process.

Identity crisis is a major theory that develops by Erik Erikson (1986). It is focuses on the duration spent to gain the identity. Due the development stages, human receives many life experiences internal or externally. Relating to this problem, social psychology and identity explore on human cognitive structures, feelings and belief towards human struggle and its process pursuing their identity.

Davis (1991: 105) describes an identity that is a universe word which can be examined trough both of psychology and sociology.

“Identity ... is a concept that neither imprisons (as does much in sociology) nor detaches (as does much in philosophy and psychology) persons from their social and symbolic universes, [so] it has over the years retained a generic force that few concepts in our field have.”

From the statement above, it can be concluded that, this special issue relates each others between the social psychological and identity in creating a new perception related to social psychology and identity

E. Erikson Concepts on Identity and Identity Crisis

The conception of identity and identity crisis are explained about times which passed by human, and concerned to the result of the human progress. The duration that people spends in pursuing their identity brings the character labelled on people according to their development stages. This conception is a little bit different from Sigmund Freud conception. Freud argues that human personality develops through a series of childhood stages in which the pleasure-seeking energies of the id become focus on certain erogenous areas. This psychosexual energy, or libido, was described as the driving force behind behaviour. It can be concluded that Freud concerns on development caused by the psychosexual. Psychosexual examined human development stage by its biologically causes. Freud Conception sees the human physically and naturally out a desire that they expect and pursue. This conception is a little bit different about what is Erikson Argued. On his Psychology development Erikson argues that the psychology development is a result gained by human interactions in the society. Erikson believes that this kind of development will make identity as what they felt and see.

In the Erikson's conception, he argues that human and its development are occurred by an activity in the society. Through the socialization, human receives the character which inducts by the society. It happens from times by times to create a true identity of human who has interaction in the society. Psychosocial explores the relation of human to others, how they interact, and what kind of interaction done by

human in gaining his identity. The character that developed by current society are influenced to every stages of development which passed by human. It is like humans who use ethnic clothes wherever they go. They can be very easy to be recognized because of the cloth they use. People are well known by of the specific cloth that they use. Even though the cloth used by people from other tribe or region, the identity labelled in the cloth truly comes from the region where the cloth made and created.

The terms of identity create by Erikson to emphasize a new stress in mind that considers as a human related to their inconvenience. Human relation will be a measurement to unexpected treatment in the society. This unexpected treatment in the society derives human who oppressed by the society fell like “self-alienation”. Erikson uses the term of identity to explore on a new measurement of human achievement in the field of their relative in the society. As Erikson (1968; 16) says “The conceptualization of identity has led to a series of investigations roommates valid, if proved useful in social psychology”. His Advances measurement of a new validity in social psychology explores on human who inherit with others in the society.

Erikson also explains additional information about identity and identity crisis that they are closely related to human crisis against her or his personal exile in their community. Identity crisis can be assumed that seclusion makes human do not feel like humanized by others. People should be proud of what they have done in the community not the otherwise. People should humanize others in order to develop

their identity by cloning society goodness. The person who exiles in the community makes uncomfortable in the society. This is Erikson's reason to create terms of "crisis" in describing any obstacles and barriers grown in self-exile for someone in the society. Furthermore Erikson (1986, 16) says, "The word "Crisis "no longer connotes impending catastrophe, roommates at one time seemed to be an obstacle to understanding the term. It is now being accepted as designating a Necessary turning point, a crucial moment, when development must move one way or another, marshalling resources of growth, recovery and further differentiation.

Erikson uses terms of "crisis" the most fundamental things he observed the tendency in humans. This trend is particularly vulnerable to the adolescent and young adulthood. At this stage, they like to show their identity as an adult. They like to show their power when they are in sick. Adolescent and young adult do not have a real personality based on the terms of age and maturity. They do such thing because they want to imitate their figures. Adolescent and young adult usually admire some figures in their daily life and follow their character. It makes adolescent and young adult lacks of their characteristic.

Adolescent and young adult are susceptible to pursue their identity. It makes them hard to find what exactly they want and pursue for. If the thing goes right and follows the good thing it would make a good character. However, if they are abused, they cannot find identity. It cannot be reached by adolescent so that they will do crimes in the society. They may turn negatively by using drugs, oppressing the

society to get personal recognition. Identity crisis may cause on disorientation. People, who have an identity crisis, for them it is better to have a bad identity or negative identity than do not have any identity at all. Erikson described identity as:

"A subjective sense as well as an observable quality of personal sameness and continuity, paired with some belief in the sameness and continuity of some shared world image. As a quality of unself-conscious living, this can be gloriously obvious in a young person who has found himself as he has found his communality. In him we see emerge a unique unification of what is irreversibly given—that is, body type and temperament, giftedness and vulnerability, infantile models and acquired ideals—with the open choices provided in available roles, occupational possibilities, values offered, mentors met, friendships made, and first sexual encounters." Erikson (1968:).

From the explanation above, it is clear that, identity should be friendly to Adolescent and young adult. If the society treat them friendly, they feel to be humanized by society. By these treatments, they will be comfortable to gain their identity. They can develop a good character in the society by threatening equally.

F. Stages of psychosocial Development

Stages of psychosocial development by Erikson mean that during the development of human in pursuing their identity, they will pass several stages to gain the identity according to their ages. Erikson argues that there is no stages can be passed without identity having found a form which will decisively determine later life (Erikson 1968:91). Each stage is connects to another part of human development. Every human being must live through several ages during him or her periodic of life. In every stages of development, people have a complex problem to face. Indeed, the problem will be faced by human in each of stages. People will find any solution to

confront the problem. If people can confront the solution wisely, they will master the problem and gain a good knowledge. Then they are ready to face another challenge.

In Psychosocial, Erikson presents human development point of view in conflicts of human inside and outside. If the person treats well, they would occupy a healthy personality. According to Erikson a healthy person is well treated by a good condition of life. A healthy person can master their environment. Well manage people have a good achievement on what they do, what they get and what they pursue. So, they can be proud by what they do and gain. “the human growth from the point of view of the conflicts, inner and outer, which the vital personality weathers re-emerging from each crisis with an increase of good judgment, and an increase in the standards of those who are significant to him” Erikson (1968: 92). A good judgment can increase self-confidence to decrease the crisis occurrence. Furthermore Erikson says:

“The use of the words “to do well” of course point up the whole question of cultural relativity. Those who are significant to a man may think he is doing well when he “does some good” or when he “does well in the sense of acquiring possessions ... when he is freely from neurotic symptoms or manages to contain within his vitality all manner of profound conflict” Erikson (1968: 92).

Erikson defines stages of human to be passed in the process of gaining their identity and crisis. This theory is profoundly influenced by Sigmund Freud. Freud concludes that the internal, biological developments moved on individual from one developmental stage to the next. He also explains that each character including the biological and internal developments are relevant with each of stages. These eight

stages are: Trust vs. Mistrust, Autonomy vs. Shame, Doubt, Initiative vs. Guilt, Industry vs. Inferiority, Identity vs. Identity Confusion, Intimacy vs. Isolation, Generativity vs. Stagnation, and Integrity vs. Despair. Furthermore he explains “Each come to its ascendance, meets its crisis and find its lasting solution in ways to described here, toward the end of the stages mentioned” Erikson (1968:95). It means that human have to meet its crisis in each of stages. In every stages problems come according to their inner and biological development. As the example, a baby cries when he feels hungry or thirsty or, a boy rushing his friend when the chocolate is eaten by his friends. Such problems make their brain working to solve the solution and as the time goes to. They have an adaptation to get a best solution according their developmental stage problems.

In Erikson’s book entitled “*Identity: Youth and crisis*” Erikson presents a diagram which occupies on the sequence of stages and a gradual development of component parts in the psychosocial development. This diagram shows a progression of human through the time of differentiation parts. It means that each item of personality is an object to be discussed. It is systematically related to others because they depend on the proper development in the suitable sequence of each stage. The diagram employs on human decisive in the critical time normally arrives.

Erikson has detailed many important concepts in describing the nature of ego identity and its developmental course of the adolescence. Many of approaches have been regarded and developed in examining for terms of psychology, biology and

identity in order to gain the concept of ego identity. Erikson uses term of ego identity to explain both a conscious sense of individual uniqueness as well as an unconscious struggling for continuity of understandings. An optimal identity is experienced as a psychosocial sense of well-being. Erikson (1968,165). in “most obvious concomitants are a feeling of being at home in one’s body, a sense of knowing where one is going and inner assuredness of anticipated recognition from those who count”. Based on that explanation, adolescence finds resolution of their personality problem. The solution can be considered as an important role for maturing adolescent, so they can be accepted in the society and. It is very important part because adolescents find their own identity and reflect it to their society as a part of their socialization during their developmental stage. The adolescents follow their developmental process which done freely some experiment with kinds of various styles of society, Thus, they can be fit and properly gained their identity recognition.

1. Trust vs. Mistrust

The first component of a healthy personality is basic trust to explain human experience of the first year of life. In using the term of trust, Erikson implies on people senses of trustworthiness as far as oneself is concerned. The term of ‘basic’ does not have any relation in childhood, adulthood, especially in consciousness. As mentioned “When I say ‘basic’, I mean that neither this company nor any of those that follow are, either in childhood or in adulthood, especially conscious” Erikson’s identity and life cycle (1980, 57). Those criteria are integrated in the development

stages. Basic trust rises in the childhood and directly connected in adulthood, merged into the total personality and begins to be a complex identity.

As a new born, baby is separated from the mother's body. It means that the baby do not receive another profit from mothers. The new born baby is feed by the mother used her breast to the baby mouth. At this condition, the mother is welcomed the baby and intention to care the baby with love and effort. Everything will be done to fulfil the baby's needs. Through her mouth, the baby feels comfortable in order to continue life trough loves and the mother breasts. As her responses to the baby an unconscious attitude toward the child is a late and complicated accomplishment. The way she lived through pregnancy, delivery and the response of the new born baby are called of an "incorporative stage" to take and receive condition between the new born and the baby.

Trust means that it is not only taking and receiving condition, which succeeding when the one has learned to depends on the others. Furthermore Erikson writes:

"The general state of trust, furthermore, implies not only that one has learned to rely on the sameness and continuity of one's own organs to cope with urges; that one is able to consider oneself trustworthy enough so that the provider will not need to be on guard to leave. Erikson's Identity and the Life Cycle (1980; 63)

Basic trust can be developed with creating faith and conviction which copy the parent's personality. Trustworthiness is the child's basic trust that reinforces in the world. Children who have basic trust since he is a new born may develop to be a healthy personality person in the society and other.

2. Autonomy vs. Shame, Doubt

Erikson defines Autonomy as a stage of the muscle system maturation. The ability to coordinate a number of highly conflicting action patterns as “holding on” and “letting go” and the enormous value with which the still highly dependent child begins to endow his autonomous desire. Anility is designate to call the particular pleasurableness and wilfulness which often attach to the eliminative organs at this stage. Autonomy is a stage people acquired to define self identity in his unconscious mind. As Erikson wrote that “this whole stages, then, becomes a battle for autonomy. As he gets ready to stand on his feet more firmly, the infant delineates his world as “I” and “you”, “me” and “mine”. Erikson Identity and the Life cycle (1980, 70)

Autonomy is developed by the early of trust stages. The early trust stages continued the basic faith inside the development to make a good decision. The most important things in develop autonomy is that people can avoid stubborn and under pressure condition. This stage makes people develop their ability to control their anger and regret. This stages bring shame and doubt as the problem in the first ages as the foundation to make a healthy personality.

“The infant must come to feel that basic faith in himself and in the world (which is the lasting treasure saved from the conflicts of the oral stage) will not be jeopardized by this sudden violent wish to have a choice, to appropriate demandingly, and to eliminate stubbornly. Firmness must protect him against the potential anarchy of his as yet untrained discrimination, his inability to hold on and to let go with circumspection. Yet his environment must back him up in his wish to “stand on his own feet” lest he be overcome by that sense of having exposed himself prematurely and foolishly which we call shame, or that secondary mistrust, that “double take” which we call doubt” Erikson (1980; 71)

“Shame is an infantile emotion insufficiently studied” Erikson (1980; 71). Shame supposes that one is completely exposed and conscious of being looked at-in a word, self conscious. “Shaming exploits an increasing sense of being small, which paradoxically develops as the child stands up and as his awareness permits him to note the relative measures of size and powers “(Erikson 1980; 71). If a people do not ready to be recognized by the others it means that we imagine ourselves as a clown who is not funny enough to make a joke in front of happy people. This condition is not good enough when people who have a shaming in his personality development. Shaming cannot bring a healthy personality as the foundation to be a healthy person. Parents should create a good confidence in the manner and personality in to the oral stages development stages. To avoid having a shame is certainly more important than insist our knowledge on what he should be in the future.

The early life in this time is the most critical growth periods to develop personality. Giving the right spirit may help them to solve problems. A parent should handle the problem with a necessarily to help with paediatrician or guidance expert. With a good guidance the children can manage their problems with their knowledge according parents guidance.

3. Initiative vs. Guilt

Initiative versus guilt is the third stage of Erikson’s psychosocial development theory. This period begins in preschool years, between the ages 3-5. The most common feature during this age is making the infant to play their role as a child. They

start to play and see what happens in the world through the society. The children begin to affirm their power and maintain the world through playing and other social interaction in the society.

Children need to take an initiative by planning activities, accomplishing tasks and facing challenges to affirm their control and power over the environment. With the initiative, they begin to manage what should they do in the society. With those activities children can sharpen their thought, power and knowledge to be a healthy person. Playing helps children to sense of initiative reinforced by giving freedom and courage to play.

Parents' role are very important to explore their development. If they fail to encourage their development, children feel ashamed of themselves and become overly dependent upon help of other people. Parents should give good advice to encourage their exploration in developmental stages. The success of this stage leads to a sense of purpose, in the other hand failure results in a sense of guilt.

4. Industry vs. Inferiority

Industry versus inferiority is the fourth stage of Erikson's theory of psychosocial development. The stage occurs during childhood between the ages of six until eleven. The children started to ask "How can I be good?". During this stage, children become capable to perform complicated tasks. They will solve their problem to master a new skill. When children given a task by parents or teachers they start to develop a sense of competence and belief in their skills. They complete the task,

cognitively they managed to think logically. In this stage school and social interaction play an important role during this time of child's life.

As a result of success in this developmental stage, children who receive little or no self freedom in expressing their feeling from parents and teachers they deserve to gain no doubt to be successful. Children who has accomplished in this stage, will feel proud in their abilities.

According to Erikson, the Industry versus inferiority is important in developing self-confidence. The skills are builds in this stage (writing, drawing, reading, and solving problems). The skills lead sense of competences to gain pride and success in this stage.

5. Identity vs. Confusion

Identity versus confusion is the fifth stage of Erikson's theory. This stage occurs during adolescence between 12 to 18 years. In this stages adolescence begin to asking "Who am I?" as their existence in the world. They need to develop sense of self and personal identity. During this stage, children are exploring their independence and developing their true identity. This transition period brings much confusion to their identity. In this stage adolescence feel insecure about their identity in the society. They start to seek the identity suit to them.

When they make the transition from childhood to adulthood, teens begins to confused or insecure about themselves and how they can be fit in to society. The young teenagers start experimenting with different roles, activities and behaviours.

This is important to form a strong identity and developing a sense of direction in life. For those who receive good encouragement and affirmation through personal development will gain on a strong sense of self and a feeling of independence and control. For the young teenager who has not succeeded in their self they will be insecure and confused about themselves and the future.

6. Intimacy vs. Isolation

Intimacy versus isolation is the sixth stage of Erikson's psychosocial development. This stage takes place during young adulthood between the ages 19 to 40. The major problem in this period is the forming of intimate, loving relationship with other people. In this stage people find a relationship according to their personal suitability to their mate. The relation of each of the developmental stages related to the next, Erikson believed that having a fully formed sense of self (established in Identity vs. Confusion stages) is a fundamental thing to be able to form suitability to the intimate relationship.

Erikson believes that it is the most important thing to people in developing a relationship with other people. The goal of this stage relied on strong relationship so they feel comfortable to make interactions to their mates exclusively. While, the failure results will affect in loneliness and isolation, it happens because their seeking in close relationship is not well established.

7. Generativity vs. Stagnation

Generativity versus stagnation is the seventh stage of Erikson's theory. This stage takes place during middle adulthood between the ages of 40 until 65. In this stage they should care and make much contribution to the family, society etc. In this stage people will nurture what will be their legacy to the other people. They find a way in their ability to create something usefully. Erikson say that often by them are nurture their children, taking care of them will make any benefits for other people to carry on the way they life.

For some people, contributing to society and doing things to benefit fuser are important needs to generativity versus stagnation stages of development. Generativity meaning "making your mark" on the world Erikson (1986:). The way of generatively in the society with taking care of others, accomplishing is something useful for your society, you friends, mate and your world to be better. Stagnation means a failure of making a contribution as their existence in the world. They feel disconnected with their community and with society as a whole.

8. Integrity vs. Despair

Integrity versus despair is the eight and final stage of Erikson's theory of psychosocial. This stage occurs during late adulthood from 65 until the end of life. During this stage people reflects on the whole life, what have they done in the recent of life, what they have made, will they regret on what have they done or they have satisfied enough about the life they done. They should to be wise about the life they

have spent. Those who feel proud of their accomplishment they get in their integrity. This people will attain wisdom even they have to confronting death. For those who does not success during this stage will feel that their life has been wasted and feel regrets.

Figure 1: Table of Developmental Stages

A Stages	B Criteria of the Healthy Personality							C Social Radius
	Trust vs. Mistrust	Autonomy vs. Shame, Doubt	Initiative vs. Guilt	Industry vs. Inferiority	Identity vs. Diffusion	Intimacy vs. Isolation	Generativity vs. Self-Absorption	
I "Oral" and "Sensory"								"Existence" mother
II "Muscular" and "Anal"								Mothers, father etc.
III "Locomotor" and "Infantile- genital"								Parents siblings playmates, etc.
IV "Latency"								Schoolmates teachers etc.
V "Puberty" and "Adolescence"								Cliques social prototypes love ones, etc.
VI "Young Adulthood"								
VII "Adulthood"								
VIII "Maturity"								

G. Impact of Racial Discrimination in Psychology Development.

The failure of developmental stages in adolescent may affect on many thing on the human as the object of development stages in identity identification. Human bad treatment in the field of gaining healthy personality will not successfully bring the young adult to be a good person in their developmental stages. Young teenager can be very rude, intolerant and cruel if they are clannish people by its skin colour, cultural background, and many separation things created by the people.

To be recognising by the society, young teenager will be over-acting to make people realize that they are exist in the society. Some teenager believes that their attitude will make something better according to their perception. They will have a straight point of view for pursuing their identity recognition.

Racial discrimination is the most commonly problems that appear in the African American identity crisis. Racial discrimination separates them from societies they life in. As the fundamental ideology for the African American, to follow what he wants to be and what he wants to do is a fix price to obey their desire. However, this condition will not be happen if they have a healthy personality inside of their developmental stages. According to Erikson (1968; 133) The Democracies are faced with the job of winning these grim youths by convincingly demonstrating to them- by living it-that a democratic identity can be strong and yet tolerant, judicious and still determined.

H. The History of African American in the United States.

African-American history starts in the 16th century. They are taken to Spanish and English colonies in North America as slaves. After the independence of America, and the forming of United States, black people continued to be enslaved and treated as inferiors. The black tears are not fully changed of the reconstruction development of the black community, participation in the great military conflicts in the United States, the elimination of racial segregation, and the civil rights movement.

However, the racial offenses to black people has been eliminated in official purposes by the governments, racial offenses has been felt by black people in their daily life. Segregation and separation between black and white are commonly happen in the real life. African-American must experience deepest pain for them while they are facing, interacting with others in the society. People still consider that they have no right to get their freedom to life and express their life.

The most painful experience for African American they feel is in 1960's where the slavery is still happen in the United States. Racism and ethnic discrimination is the most common issues in the colonial and slavery era. Many people in the United States continue to have some prejudices against other races. Discrimination infuses all aspects of life in the United States, and extends to all communities of colour.

The most prominent forms of American racism begin with the institution of slavery which happens during Africans people were enslaved and threat as property.

People can put it as an object and do what they want to do with the black people. The African American has been track for a large economics purpose. They are sold to the rich people as a slave. According to the Trans Atlantic Slave Trade Database, between 1626 and 1850, an estimated total of 305.326 slaves were transported via ship to the America.

For the African American to be recognized and identified by the others or society is impossible thing to be realized when they are facing the slavery era. People do not want to make interaction to them. They are treated as an object which makes them have no freedom to express their identity. Based on those things African American realizes that they have to make movements and break through the condition. In the early of 19th century, a variety of organizations are created to endorse the movement of black people in the United States. They do it because they want to be recognised and get their freedom. The African American begins to offense the government and society. Their struggle to be recognized is important because they deserve to get it as the human being.

I. Richard Wright's *Black Boy*

Black Boy, first published in march 1945. The book publishes by Harper & Brother. It is a memoir of Richard wright's childhood and young adulthood. The story is divided into two sections, first, is "Southern Night" and second is "The Horror and the Glory". It is his masterpiece work which is categorized as bestseller book at the time. This masterpiece categorized as top 25 non-fiction works of the

century. Its critic on the cultural, political, racial, religious and social issues of 20th century American societies has made strong impact in American literature.

As *gradesaver.com* (2003) defines:

Black Boy celebrates Wright's talent for narrative in its description of the brutal South from the black perspective between 1900 and 1945. Perhaps not meant to be a social commentary, Black Boy has nevertheless become an integral piece of African-American literature, dealing with the prejudices of Jim Crow laws and the unity of the black community. Wright criticizes black culture for not providing a strong foundation for its race, but place hope in the idea that African-Americans will overcome and defeat racism. Wright is able to depict being a black male in an oppressive society by selecting symbolic moment from his own life, drawing insights from his own personal experience.

It can be concluded that his writing intention is to provide a strong foundation to the African American people so they can gain their freedom trough his real experience. Richard wright hopes for African American people to make them realize in pursue their identity and equality makes him belief that with literature he can make people realize their position.

Wright's *Black Boy* brings the racial issue chosen as the subject of this research because this autobiography is one of the literary works which represent a significant social psychology problem in human's life discrimination. It still exists until now. It happens almost everywhere in the world. It can happen to anyone, in anytime by any cause.

J. Previous Research Studies.

In this part, the researcher found three previous studies which utilize same theory and have similar correlation to the topic discussion. Nevertheless, there are

significant differences between the previous studies and this new research. It is necessary to understand the previous studies in order to obtain the authenticity of this research.

In the first research, the researcher found a thesis entitled *Racial Discrimination in Childress' Florence as a Social Problem between the White and the Black Americans: A Sociology of Literature* which is written in January, 2012 by Christina Sri Wulandari, a student of Yogyakarta State University. In her thesis, there are two research objectives as the focus on the study. The focuses are to reveal and explain the impact of racial discrimination towards black Americans. In addition, she uses Social literature theory to analyze.

The second research is *Identity Crisis of the second generation of Asian-American as Reflected in Lahiri's The Namesake* written in July, 2013 by Anestiya Fiddin Rosyada, also a student of Yogyakarta State University. The research focuses are to identify identity crisis experienced by the main character and to explain the impact of identity crisis in the personality of the main character. The last research is "*The Influence of Family and Environment toward Richard Wright' Personality Development as Seen in Richard Wright's Black Boy*" written in 2004 by Antonius Agung Prihantara, a student of University Sanata Dharma. This research focuses are to explore the condition of Southern African-American people and identify the impact of Richard family and his environment which influence the development of Richard personality.

From the three previous studies above, three researchers use Social Psychology theory, but the specification of the theory and the research objectives are clearly different. This research focuses on Erik Erikson's theory of identity crisis. The first researcher uses Sociology literature theory, then the second researcher use Erik Erikson's psycho social theory. The third research has the same object using *Black Boy* in analyzing the research. However, the research focus is different.

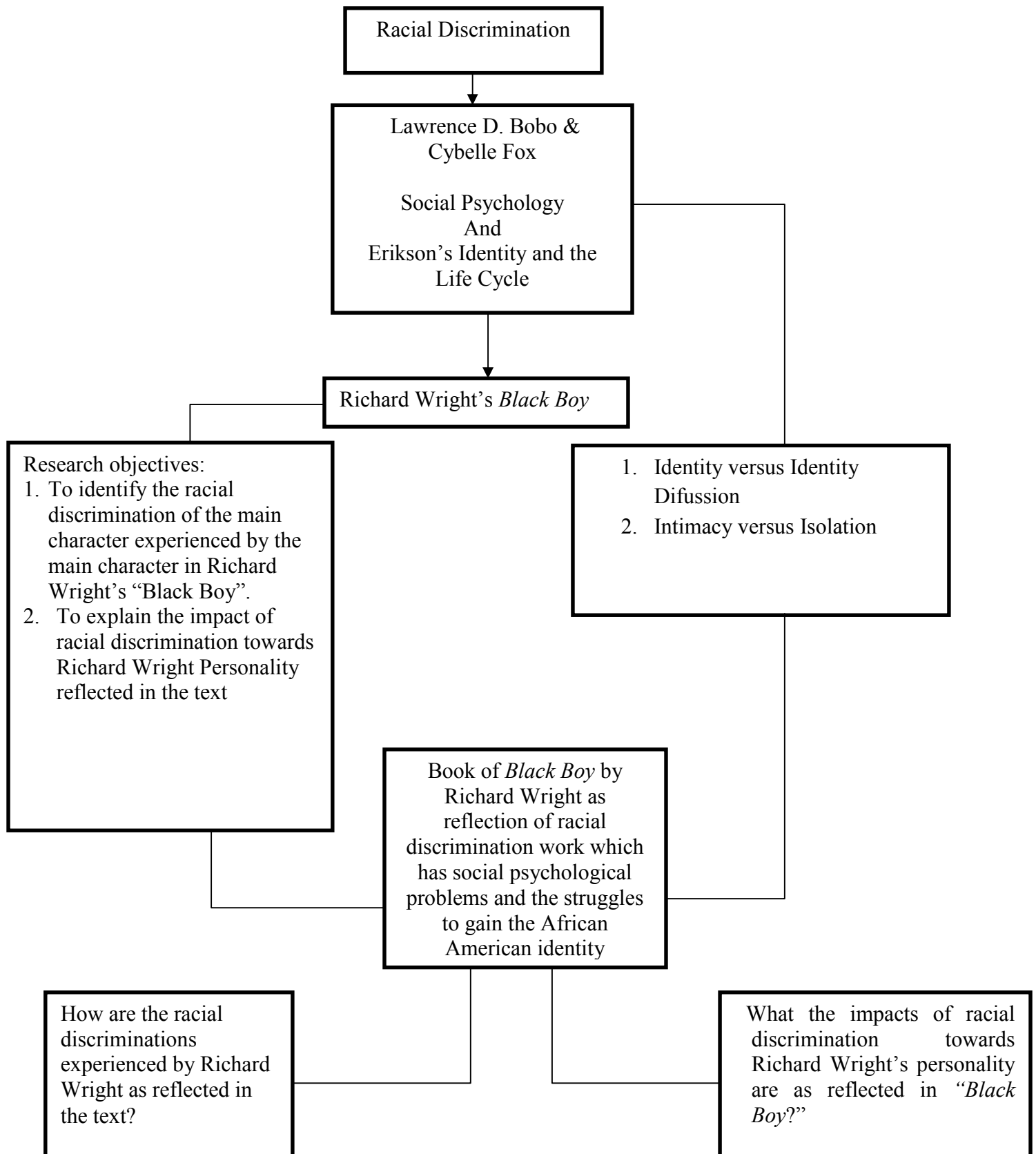
In this research, the researcher has two research objectives as the focus of this study. The research objectives are to identify the kinds of oppression experienced by Richard Wright in *Black Boy*, to explain about the impact of racial discrimination towards the identity development of Richard Wright Personality reflected in the text.

K. Analytical Construct

Racial discrimination still exists until now. The current issues makes people who suffer it feels like alienated and do not treat equally as a human being. As a reflection of reality, literature work brings the current issues to remind people and to change their mind into the current concerns. *Black Boy*, Richard Wright autobiography in criticizes the Racial Discrimination toward African American which has been read by million people in the world as a masterpiece of his work. It means that the racial discrimination towards African American is a great issue to make people think and feel the sorrow they suffer and do something better, to make the better world and society.

After reading this autobiography, the researcher finds some ideology and precious meaning about the importance of racial discrimination toward the development of identity character. In order to analyse the autobiography, the social psychology theory is applied. To be more specific, the identity crisis theory is used. The researcher uses Erik Erikson (1986) Identity and the Life Cycle. There are eight-stages of Growth and Crises of the Healthy Personality: (1) The Basic Trust versus Basic Mistrust. (2) Autonomy versus Shame and Doubt. (3) Initiative versus Guilt (4) Industry versus Inferiority. (5) Identity versus Identity Diffusion. (6) Intimacy and Distantion versus Self Absorption (7) Generativity versus Stagnation. (8) Integrity versus Despair and Disgust. Nevertheless, the researcher only concerns on the platform number five and six because those platforms are more suitable with the research objectives of this research.

The theory of Identity and the Cycle life is used to answer the research objectives. Richard Wright *Black Boy* provides information related to racial Discrimination problem and its Impact toward the main character identity development. In addition, the conceptual framework of the theories used in this research can be seen in the figure below.

Figure II: The Conceptual Framework

CHAPTER III

RESEARCH METHODS

This chapter presents the method of the research. It is divided into seven parts. The first part is the type of research that the qualitative research applied in this research. The second part is the main source of the data provided data from literary work. The third part is the research instrument which is the researcher himself as the fundamental parts of the research. The fourth part is the technique of data collection which is to illustrate the kinds of data collected to explain the procedure in collecting the data. The fifth part is data analysis which has six steps to analyze the data. The sixth part is data trustworthiness. Then, the last part is analytical construct.

A. The Research Design

The objects of the research were words, phrases, clauses, and sentences presented in Richard Wrights *Black Boy*, particularly those in line with the racial discrimination and the impacts of the racial discrimination toward the identity development in the *Black Boy*. They become the main data and materials for this research. Furthermore, the theories from books and articles discussed in Chapter II are used in order to support the analysis

These data cannot be measured numerically. Therefore, this research uses a descriptive-qualitative method to analyse the data. Moleong (2010: 11) state that data of the descriptive-qualitative method are in the forms of words, pictures and numbers. The data is used to describe phenomena of racial discrimination experienced by African Americans in pursuing their identity. Thus, the description of the data helped

the researchers to present and explore the complexity of the research. In addition, it could engage the readers to understand the research.

B. The Sources of Data.

The main source of this research is an autobiography entitled *Black Boy* written by Richard Wrights in 1930-1960 and published in the same time. *Black Boy* consists of 419 pages. The researcher read and re-read the script comprehensively. The objects of the research were some important words, phrases, sentences, paragraphs, and discourses in the novel related to the topic of the impact of racial discrimination towards the main character's personality.

To analyse the novel, the researcher used the main theory from Erikson's Identity: Youth and Crisis (1968) and identity and the Life Cycle (1959). Some additional books on the theory identity development used to support the comprehensive in uses of the background analysis are Stuart Hall's Cultural Identity and Diaspora (1987), Kroger's Identity Development During Adolescence (2000), Clarke's Culture and Identity (2008).

C. Research Instruments

The main instrument of this research is the researcher. Stated by Moleong (2010: 121) qualitative research, a researcher took a role as the designer, data collector, analyst, data interpreter and result reporter of the study. The researcher's interpretation is crucially needed to read, analyse, and interpret the collected data taken.

The researcher used a table sheet as the secondary instrument to help the work during the work during the processing. After reading the text, the researcher then used a table sheet in order to note and record all of the data in the text

Table 1. The Racial Discrimination Experienced By Richard Wright.

No.	Page	Code	Category	Indicators	Quotation	Interpretation	Representation
1.	11	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>“Kill that damn thing” my father exploded “Do anything, but get it away from here!”</p> <p>He went inside, grumbling. I resented his shouting and it irked me that I could never make him feel my resentment. How could I hit back at him? Oh, yes...he had said to kill the kitten and I would kill it! I knew he had said to kill the kitten and I would kill it! I knew that he had not really meant for me to kill the kitten, but my deep hate urged me toward a literal acceptance of his word.</p>	Richard’s father is angry to him and blame him for the kitten. Then, he decided to kill the kitten to satisfy his father.	Character (By Author’s Comment)

D. The Technique of Data Collection.

There will be four steps in this process of collecting data: reading, note taking, interpreting, and categorizing. Basically, reading and note taking are the most important ways in data collecting technique. In this research, the researcher will read Wright's three story "*Black Boy*". In order to get the clear understanding of the content of the text, the researcher will perform a careful and comprehensive reading.

The researcher will collect the data by making simple notes or re-wrote them in the form of main words, phrases, clauses, and sentences related to the topic. To interpret the first objective, the data were categorized into three steps aspect of identity crisis in line with topic of discussion: identity diffusion, identity foreclosure, and negative identity. Thus, to answer the second research objective, the researcher created three categories: intimacy crisis, isolation and distantion.

E. Data Analysis

Data analysis is a process of systematically organizing and arranging data into patterns, categories and has units in order to find a theme and formulate a hypothesis as the data suggest (Moleong, 2002 : 103). The researcher analyzed, identified and categorized the data into topics. The steps of the data analysis process are as follows:

1. Reading and re reading the text comprehensively.
2. signing and noting any words, phrases, clauses, sentences, discourses and expression related to identity crisis and the impact of the crisis to the characters personality,

3. identifying and selecting the relevant data based on the research questions,
4. classifying the relevant data based on categories,
5. analyzing and interpreting data,
6. applying the measure of trustworthiness of the relevant data by triangulation,

F. Data Trustworthiness

In order to achieve the validity and trustworthiness of the data, triangulation was applied. According to Moleong, from Endraswara, triangulation is “a checking technique of the trustworthiness of the data by using other means outside the data” (2006: 330). In this research, the researcher consulted and discussed the data with the first and second consultant to get suggestion and advices related to the analysis. The consultants were Dr. Widyastuti Purbani, M.A and Niken Anggraeini M.A. Then, the researcher chose two friends of English Language and Literature of State University of Yogyakarta in order to get the correct interpretation and understanding. The discussion was conducted by the researcher with some students of English Literature of State University of Yogyakarta in order to recheck the findings and maintain open to all feedbacks and criticisms.

G. The Analytical Construct

1. **Table 2:** The table sheet of the Data for the First Question: How are the racial discriminations experienced by the main character as reflected in the Richard Wright’s *Black Boy*?

No.	Category	Description	Sub Category
1.	Oppression in Richard Wright Family.		Oppression by his family

2. **Table 3** The table sheet of the Data for the First Question: What are the impacts of racial discrimination towards the main character's personality reflected in Richard Wrights "Black Boy"

No.	Category	Description	Sub Category
1.	Being rude		

CHAPTER IV

FINDINGS AND DISCUSSION

It has stated that this research analyzes the impact of the racial discrimination towards the main character's identity development as reflected in *Black Boy* using a social psychology study. To analyze the research matter, there are two objectives that have to be achieved. The first is to identify the racial discrimination experienced by Richard Wright as reflected in *Black Boy*. This objective is important to expose the perspective related to how far Black boy represents the racial discriminations occurred in the setting of the play, in the 1930-1960. The racial discrimination is caused by the white people's treatment as the implementation of segregation and racial ideology that African American cannot live equally in the white society. After achieving the first objective, then the second objective can be proceeded, which explore the impact of racial discrimination towards the main character identity development of Richard wright as reflected in *Black Boy*. It is aimed to view how the discrimination in the autobiography gives bad influences towards the black's personal identity in efforts of getting his identity recognition so they can make movements to treat equally with the whites.

The discussions in this chapter are divided into two sections, i.e (A) the racial discrimination experienced by Richard Wright in *Black Boy*, comprises: 1) the racial discrimination in society, and 2) the discrimination in family; and (B) the impacts of discrimination towards Richard Wright

personality as reflected in *Black Boy*, which is divided into: 1) impacts of discrimination in the black's effort of getting personality recognition, and 2) impacts of discrimination in makes movement to provoke the African American people.

A. The Racial Discrimination Experienced by Richard Wright

Racial discrimination experienced by Richard Wright at this autobiography is a reflection of reality that truly happens in his life. It brings many effects and influences in every aspect of life both the whites and blacks. The racial discrimination changes everything in his life. It changes both of his social life and also his psychology development especially in terms of identity that he wants pursued. There are three things which will be pointed out in this section. The first is the racial discrimination experienced by Richard Wright during his childhood and his early life. The discrimination experienced by Richard Wright during his childhood and his early life bring several complex social problems of segregation, cruelty a criminality. The second is the racial discrimination experienced by Richard Wright during adolescent. This part discusses the racial discrimination during the adolescent developmental stages. The adolescent developmental stages bring the perception of racial discrimination experienced by Richard Wright of the racist society. The Third is the racial discrimination experienced by Richard Wright during teenagers and young adult. This part discusses the racial discrimination experienced by Richard Wright of the young adult developmental stages. Therefore, this part

exposes the racial discrimination through stages experienced by Richard Wright in societies he passes.

1. The Racial Discrimination Experienced in Childhood

For the African Americans experiencing racism in their society are common problems in their community. They have to experience it since they were born until their end of life. Gaining a freedom for their life is hard. Their freedom is expensive and they cannot pay it. They have to continue their life with sorrow and pain. They think that they are not equal to stand beside the white. White usually makes them as a servant they can rule. The hard condition turns African Americans to be a bad personality. They do this because they want to protect their existence to against the white.

The Racial Discrimination experienced by African American can be happened in every where, every time and every situation. It starts from the family, society and every place they interact with. In his early life, Richard Wright experienced many of racial discrimination starts from his family and society. In the beginnings Richard Wright does not know about the condition. However, as the time goes by, he starts to realize the hardness of life in his family and society.

a. The Racial Discrimination by Family.

Family sets an important role in the society. Family is a place where children learn about manner and behavior. Parent teaches children to know the society and how to live in. They like to share the world they live in. However,

parents do not always give a good advice. They may turn negative if the conditions insist them to do it. The children have to follow their parents rule because they can not difference between the good and bad.

In his Childhood Richard wright experienced many of racial discrimination from his family. Richard Wright is not well educated so he turns negatively during his childhood. He has no good manner and behavior towards the society because his parents do not teach the way to act. The condition represents racial discrimination experienced by Richard Wright in his family, where the racial discrimination makes his family hard to get a job and they have to feel hungry for all of the day.

Hunger stole upon me so slowly that at the first I was not aware of what hunger really meant. Hunger had always been more or less at my elbow when I played, but now I began to wake up at night to find hunger standing at my beside, staring at me gauntly. The hunger I had known before this had been no grim, hostile stranger; it had been a normal hunger that hade made me beg constantly for bread, and when I ate a crust or two I was satisfied. But this new hunger baffled me, made me angry and insistent. Whenever I begged for food now my mother would poor me a cup of tea which would still the clamor in my stomach for a moment or two; but a little later I would feel hungry nudging my ribs, twisting my empty guts until they ached. I would grow dizzy and my vision would dim. I became less active in my play and for the first time in my life I had to pause and think of what was happening to me. (Wright's *Black Boy*, 1945:15)

The racial discrimination experienced by African Americans results on the limitation of freedom. It does not only cause them to be separated physically, but also socially; the whites supremacy makes the African Americans cannot develop their society to make something. During his childhood, he suffers hunger in their stomach. It is happens because his

parents do not have enough money to buy food. The only thing they have is a cup of tea. It is so difficult for him, for the boys at his age he must be filled with nutritious food to support his activity. In his childhood, he does not realize that her mother has divorced. It means that no one is working upon this house which means that no body will brings the food for the boys.

As a single parent, his mother has to keep boys and feed them. His mother begins to work for gaining money that makes them allow buying food. When his mother goes to work, the mother leaves them food and a pot of tea so they can eat and survive. She also tells that they have to be survived and prepare anything by them selves.

Besides, the hard condition of life has to experience by Richard Wright since her mother is sick. He has to make a responsibility of his duty. He has to courage him self in learning to be a grown up children. This condition is captured by the narration relates to the family condition.

My mother finally went to work as a cook and left me and my brother alone in the flat each day with a loaf of bread and a pot of tea. When she returned at evening she would be tired and dispirited and would cry a lot. Sometimes, when she was in despair, she would call us and talk to us for hours, telling us that we now had no father, that our lives would be different from those of other children, that we must learn as soon as possible to take care of ourselves, to dress ourselves, to prepare our own food; that we must take upon our responsibility of the flat while she worked. Half frightened, we would promise solemnly. We did not understand what had happened between our father and our mother and the most that these long talks did to us was to make us feel a vague dread. Whenever we asked why father had left, she would tell us that we were too young to know. (Wright's *Black Boy*, 1945:16)

The African Americans family condition makes them having no choices for their live except gaining some money. In Richard Wright's family, he receives several responsibilities as the impact of the racial discriminations done by the family. In his childhood, he must take responsibilities in his apartment when his mother going out for work. The oppression seen here is the responsibilities that he has to do to handle all of tasks given. As a child, such responsibility is not proper enough. In the childhood developmental stages, children should play around and recognize the society. Unfortunately, he has to keep the responsibilities with no courage.

Richard Wright's early life is also fulfilled by the cruelty of her mother's job. The life condition makes his mother insist him to courage himself to fight the gangs in the street. The condition is shown by the conversation between Richard and his mother.

"I'm going to teach you this night to stand up and fight for yourself."

She went into the house and I waited, terrified, wondering what she was about. Presently she returned with more money and another note; she also had a long heavy stick.

"Take this money, this note, and this stick," she said

"Go to the store and buy the groceries. If those boys bother you, then fight"

I was baffled. My mother was telling me to fight, a thing that she had never done before. (Wright's *Black Boy*, 1945; 17)

The discriminations Richard feel that he must fight against the boy in the gang. He does not want to do this because he has no courage to fight the boy. He never teaches to defense himself and still do not know how to fight.

The condition insists him to fight. If he does not fight his mother will beat him. So there will be no choices for him.

b. The Racial Discrimination by Society.

The African Americans lives frightened. The White supremacy makes them feel unequal and considered as lower status people. Whites feel that they are better from the African Americans in all aspects. African Americans feel insecure about their existence in the society they live. They cannot live together as a society. The perceptions about the African Americans cannot be separated from the reality. White people like to beat the African Americans people for no cause.

As a black Americans child, Richard Wright experienced many of racial discrimination. He starts to find that whites always do racism to the Black. He feels curious about the issue which happens in the time. He begins to recognize the kind of separation, cruelty and segregation to the black. The hard life makes him to face it. The situation is captured when Richard want to sell the dog in order to buy some food to eat. He suffers bad hunger and the family does not have something to eat. He decides to sell the dog into a white neighborhood.

I went from door to door, ringing the bells. Some white slammed the door in my face. Others told me to come to the rear of the house, but pride would never let me do that. Finally a young white woman came to the door and smiled (Wright's *Black Boy*, 1945; 69)

From the narration above it can be said that most of the common people do not kind to Richard. Sometimes, the door slams even without any

greeting to Richard. The white does not nice to the African Americans. However, it says a young white woman finally open the door and smiled to Richard. The girl is nice to him. However, Richard remembers that he is in the white neighborhood. He is afraid if the white woman traps him and maybe he can be killed there. He wants to sell the dog for a dollar. The woman only has ninety-seven cents. However, Richard does not want to sell it because the woman is white.

The racial discrimination appears in this part is the white neighborhood who does not allow Richard to say his point. The White hates Richard when he stands in front of his home. As a part of racism community toward the black, the white always makes a distance to them. The white does not want to stay close with the black. This condition makes the African Americans does not believe in white society. They do not feel save in white side. Especially Richard, even when he is in hunger he did not want to sell the dog to the white woman.

The racial discrimination experienced by Richard during his childhood is getting bigger. He begins to realize the current issues from the black society. He likes to hear the gossip. However, he still does not understand why white people can do such thing to black. He realizes that every day the white always do racism to black. Every day, he always listen that white woman always slapped a black woman. The white man killed a black man. These conditions make him scared. As a black child, such racial discrimination is still considered as an unbelievable to live in such condition.

2. The Racial Discrimination Experienced in Teenager.

In the teenager developmental stages, children begin to recognize the society better than the childhood. Their basic cognitive are well established to make a solution on problems. They begin to think rationally depend on their basic knowledge. However, teenagers still can not think clearly to obtain a solution. They like to make a rush decision when faced a problem. The wrong decision may gain a bad effect to them.

Racial discrimination may bring bad impact to someone character's. As a teenager, their basic curiosity can be denied. They like to find something new in the society. They explore their curiosity to find their character. Richard wants the society knows him. The racial discrimination itself may bring them as a negative person if it can be managed. The negative personality may destruct their good manners into a bad person.

Richard experienced many of racial discrimination toward his developmental stages. In teenager stages, he receives many oppression, separation and racial discrimination. The problems come from his family and society. The racial discrimination and oppression he receives in both of society may turn him into a personality that he can conclude by his logical thinking. As he receives many of racial discrimination, he may learn to be a person who stand n his side. He wants to show that black people are the society that he should struggle for. He dares to fight white to gain their respect.

a. The Racial Discrimination in Family

As a teenager, family is a place to learn and develop their character. Family should understand about this developmental stage. In this developmental stage, parents should talk active to the child. They have to be able to understand their developmental stages. The failure in recognizing the developmental stages may turn their child negatively. They may feel separated and alienated. In this condition they can do what ever they want. They may turn as anger, bad and naughty personality.

The racial discrimination experienced by Richard in his family is shown by oppression that he receives by the family members. The family members cannot treat him friendly. Richard family members cannot give a good example for him. Such condition is created because of the hard life experienced by the African Americans. The poor and starvation is the result of the hard life in the society.

As a black teenager, Richard condition is hard. He has to work and separated from his mother and brother. His family cannot make him comfortable. He is brought to his uncle house and school there. As times go by he does not feel so comfort because he is afraid of the room he slept. He scares of the boy who dead there. It makes him afraid and he wants to sleep somewhere else. But his uncle refused it. He decides to go home to see his mother and do not want to stay on his uncle house.

The condition is getting hard when he is back into granny's house. He studies in a religious school. Richard's aunt also teaches there. In the day

school, Richard has a problem because his aunt thinks that he eat the walnuts in the classroom.

One afternoon she rose from her desk and walked down the aisle and stopped beside me.

"You know better than that," she said, tapping a ruler across my knuckles

"Better than what?" I asked, amazed, nursing my hand.

"Just look at that floor," she said

I looked and saw that there were many tiny bits of walnut meat scattered about; some of them had been smeared into grease spots on the clean, white pine boards. At once I know that the boy in front of me had been eating them; my walnuts were in my pocket, uncracked.

"I don't know anything about that," I said

"You know better than to eat in the classroom," she said.

"I haven't been eating," I said

"Don't lie! This is not only a school, but God's Holy ground," she said with angry indignation

"Aunt Addie, my walnuts are here in my pocket..."

"I'm Miss Wilson!" she shouted. (Wright's *Black Boy*, 1945; 105)

The situation written explains about Richard condition in religious school. Richard accuses for the walnut that he does not eat. He tries to defense himself but his aunty does not believe it. Richard is telling the truth about the condition but his aunty is still considering that Richard eat the walnut inside the class. His aunty believes that Richard is the only man who eats the nut inside the class.

The oppression appears in this dialogue is a portrayal of oppression in his family. Richard's aunty does not believe him. Richard does not want to offense her aunty. Richard receives penalty and slapped for the thing that he never did. Richard feels ashamed in his school because now the student knows that his aunty gives him a penalty in front of his classmate.

Another oppression portrayed in his family continues until Richard and his aunty arrive at granny's house. Richard feels angry because of his aunty. He still can not accept of what she has done to him. The conversation of Aunt Addie shows that he still receives oppression of saying the truth about what is happened in the school.

“You’re just mad at me for something!” I said.

“Don’t tell me I’m mad!”

“You’re too mad to believe anything I say.”

“Don’t speak to me like that!”

“Then how can I talk to you? You beat me for throwing walnuts on the floor! But I didn’t do it!”

“Then who did?”

Since I was alone now with her, and desperate, I cast my loyalties aside and told her the name of the guilty boys, feeling that he merited no consideration.

“Why didn’t tell me before?” she asked

“I don’t want to tell tales on other people.”

“So you lied, hunh?” (Wright’s *Black Boy*, 1945; 108)

From the dialogue above, Richard still considered as a liar even he tells the reality in the school. However, Aunt Addie perception considered that Richards tells another lies. Aunt Addie still assumes that Richard does improper things in the school.

As a teenager, Richard considers that what he has done is right because he does not eat the walnut in the class. He still believes that he must not receive a penalty from his aunty. Richard does not want to tell Aunty Addie because of the loyalties to the gang. He wants to share his loyalties to his friend and gain respect from the friend in the school. Having a community during teenagers is a normal thing. They want to share the world that they have power in the society as a gang.

b. The Racial Discrimination in Society.

As a black teenager, Richard begins aware of the society. They find that the segregation and the separation between the black and white are widely spread. He still does not know what the reason is, but he believes that as a black people he feels jealous of white. The white treats him as people who do not wanted. However, the right of freedom states that they are independence and free man, but they cannot live with a sense of freedom in the United States.

The implementation of racial discrimination experienced by Richard Wright due the teenager developmental stages are proven by several causes he wrote in the book. The hard condition of life makes no choice for him. He has to work to buy some food, books and clothes. The poor family condition makes Richard to earn money by himself. He does that because he wants to stop the hunger inside of his stomach. He needs to study, but he cannot think clearly because of the hunger.

The poor condition makes Richard selling a paper. He loves to sell the paper because he can earn money besides he can read the story. As a student Richard loves to read the story. Reading makes him happy and also develops his knowledge. It brings him smarter. However, as mentioned in the text that the paper is the conspiracy of white people to kill the black.

I stared, trying to grasp the point of the picture and the captions, wondering why it all seemed so strange and yet familiar.
 “Do you know what this means?” the man asked me.

“Gee, I don’t know,” I confused.
 “Did you ever hear of the Ku Klux Klan?” he asked me softly.
 “Sure. Why?”
 “Do you know what the Ku Klux Klan do to colored people?”
 “They kill us. They keep us from voting and getting good jobs,” I said..
 “Well, the paper you’re selling preaches the Ku Klux Klan doctrines,” he said.
 “Oh no!” I exclaimed.
 “Son you’re holding it in your hands,” he said.
 “I read the magazine, but I never read the paper,” I said vaguely, thoroughly rattled.
 “Listen, son,” he said. “Listen. You’re a black boy and you’re trying to make a few pennies. All right. I don’t want to stop you from selling these papers, if you want to sell ‘em. But I’ve read these papers now for two months and I know what they’re trying to do. If you sell ‘em, you’re just helping white people to kill you. (Wright’s *Black Boy*, 1945; 131)

Richard does not know that the paper he sells is made from white people. White people spread the issues through the paper. They do not want to be equal with black. They spread the issue to all of white people. They want that black American cannot live freely. They do not want blacks gain freedom with a good job.

Another oppression received by Richard through his society is the perception about the Negro condition that does not deserve to get a big dream to life. He wants to be a writer. He also thinks that he can pursue his dream. He tells a white woman about his hopes but the white woman under estimate that Richard cannot reach his dream because he is a black boy. Richard anger makes his ego arise.

“What grade are you in school”
 “Seventh, ma’am.”
 “Then why are you going to school?” she asked in surprise.

“Well, I want to be a writer,” I mumbled, unsure of myself; I had not planned to tell her that, but she made me feel so utterly wrong and no account that I needed to bolster myself.

“A what?” she demanded

“A writer,” I mumbled

“For what?”

“To write stories,” I mumbled defensively.

“You’ll never be a writer,” she said. “Who on earth put such ideas into your nigger head?”

“Nobody,” I said

“I didn’t think anybody ever would,” she declared indignantly.

As I walked around her house to the street, I knew that I would not go back. The woman had assaulted my ego; she had assumed that she knew my place in life, what I felt, what I ought to be, and I resented it with all my heart. Perhaps she was right; perhaps I would never be a writer; but I did not want her to say so. (Wright’s *Black Boy*, 1945; 145)

The human right allows people to pursue their dream. They can get better life in the United States. However, from the conversation above it can be concluded that the African Americans still live in the racism. White always oppresses them to cut their spirit. It makes black feel angry. They want to show that they can be treated equally as a human who deserve to live in America. As an African Americans boy, Richard cannot do anything in order to defend his opinion because he is a black boy.

Black Americans cannot say his opinion about something, especially in front of white people. Richard cannot defend his hopes because he is just a black boy that means nothing in the society. A black boy is a child who does not understand the segregation done by white. For Richard, earning money as much as possible is his primary object to complete his school and life.

The next racial discrimination done by white in teenager developmental stages occurred when Richard is chosen as valedictorian of the class. He is chosen to write a paper and deliver it in front of the auditorium. He is given a speech by his head master. He refused the speech, but the professor insists him to deliver his speech because what the professor wants is Richard to be able to make a speech in both colored and white. He feels angry to the professor.

“Well, Richard Wright, here’s your speech,” he said with smooth bluntness and shoved a stack of stapled sheets across his desk.

“What speech?” I asked as I picked up the papers.

“The speech you’re to say the night of graduation,” he said.

“But professor, I’ve written my speech already,” I said

He laughed confidently, indulgently.

“Listen, boy, you’re going to speak to both white and colored people that night. What can you alone think of saying to them? You have no experience...”

I burned

“I know that I’m not educated professor,” I said. “But the people are coming to hear students, and I won’t make a speech that you’re written.”

He leaned back in his chair and looked at me surprise.

“You know, we’ve never had a boy in this school like you before,” he said. “you’ve had your way around here. Just how you managed to do it, I don’t know. But, listen, take this speech and say it. I know what’s the best for you. You can’t afford to just say anything before those white people that night.” He paused and added meaningfully: “The superintendent of schools will be there; you’re in a position to make a good impression on him. I’ve been a principal for more years than you are old, boy. I’ve seen many a boy and girl graduate from this school, and none of them was too proud to recite a speech I wrote for them.”

I had to make up my mind quickly; I was faced with a matter of principle. I wanted to graduate, but I did not want to make a public speech that was not my own

“Professor, I’m going to say my own speech that night,” I said.

He grew angry.

“You’re just a young, hot headed fool,” he said. He toyed with a pencil and looked at me. “Suppose you don’t graduate?”

“But I passed my examinations,” I said. (Wright’s *Black Boy*, 1945: 174)

From the conversation above, it can be said that the professor has oppressed him to do things what Richard does not want to. He has to deliver a speech in both of white and colored people. It is because the white attending the graduation and Richard pushed to impress the superintendent. Richard refuses the speech given by the professor.

Richard makes decision that he do not deliver the speech given by the professor. It makes the professor angry. He starts to say that he is the man who can make boys graduated from the school. The professor oppresses Richard. He says that he would not give a graduation to Richard because of the speech. Richard does not afraid. He keeps his struggle to say his speech in the graduation day. He like to do things right.

3. The Racial Discrimination Experienced in Young adult.

Young adult is the next step of developmental stages. This stage occurred between 18-25. It has more complicated problems rather than teenagers. Teenagers usually make a quick decision without a clear thinking. Teenagers like to do what they want to do. They like to show that they are able to be a better person, but they cannot prove their ability.

In this stage, young adult likes to stand in the right position. They begin to think clearly of certain problems they face. They find and excuse for the problems and make a better solution. It happened because as the grown age, will develop their knowledge too. The age develops their character personality towards the society.

As a minority, a black boy receives many oppression in develop his own character. His personality is a result of their society. The society embosses on the character development indirectly. As the result, a person who receives much oppression on his personality development can grow as the society threat them. They can be a good person if societies threat them well. They also can grow to be a negative person if the societies threat them bad.

As a young adult, Richard receives much oppression from the society. It is caused because he realizes that he has grown up and he has to find money for his own life. He starts find a job to fulfill his needs. With the money he gets, he can buy some food for Richard and his family.

My life now depended upon my finding work, and I was anxious that I accepted the first offer, a job as a porter in clothing store selling cheap goods to Negroes on credit. The shop was always crowded with black men and women pawing over cheap suits and dresses. And they paid whatever price the white man asked. (Wright's *Black Boy*: 1945, 179)

From the narration above, he is describing his first job and where he work in. he is accepted by the clothe store owned by the white. The black like to pay the clothes price whatever the white man asked for. It implies that an African American cannot get an important position for the job they get. He also feels sorry because he feels the white always oppress African Americans.

Another narration tells a racial condition happens when Richard sees the cruel situation done by the white.

One morning, while I was polishing brass out front, the boss and his son drove up in their car. A frightened black woman sat between them. They got out and half dragged and half kicked the

woman into the store. White people passed and looked on without expression. A white police man watched from the corner, twirling his night stick; but he made no move. I watched out of the corner of my eyes, but I never slackened the strokes of my chamois upon the brass. After a moment or two I heard shrill screams coming from the rear room of store; later the woman stumbled out, bleeding, crying holding her stomach, her clothing torn, when she reached the sidewalk, the policeman meet her, grabbed her, accused her of being drunk, called a patrol wagon and carted away. (Wright's *Black Boy*, 194:177)

From the narration above, it can be said that the racial discrimination almost happens every day towards the African Americans. Richard sees such things and he cannot protect the woman. The white dares to slap the black. They have no human feeling to keep the equality. For a certain reason, they dare to say that the woman was drunk and take to the police wagon.

The reason they did it to the black woman is because she does not pay the bill. So they dare to slap the woman. A simple reason for white but it has a bad effect for the black people. Richard sees the situation but he cannot do anything. This is very hard for Richard to see such thing. He wants to save the woman, but he cannot do anything if he does not want to have any trouble.

As a minor people, receiving oppression in the society is commonly happened. They have to keep their behavior to the white. It makes them scared and feels much of depression to the white. It makes that they hate the white. However, they cannot avoid it because many of them work in the white plantation, office and business.

The racial discrimination also experienced by Richard Wright, in the day he is going out to deliver some items, his bicycle tire was punctured. He

takes his bicycle along the hot, dusty road, sweating and leading the bicycle by the handle bars. Suddenly, a car full of white came along him.

The car started. It was full of young white men. They were drinking. I watched the flask passed from mouth to mouth.

"Wanna drink, boy?" one asked.

The memory of my six-year-old drinking came back and filled me with caution. But I laughed, the wind whipping my face.

"Oh, no!" I said

The words were barely out of my mouth before I felt something hard and cold smash me between the eyes. It was an empty whisky bottle. I saw stars, and fell backwards from the speeding car into the dust of the road, my feet becoming entangled in the steel spokes the bicycle. The car stopped and the white men pilled out and stood over me.

"Nigger, ain't you learned no better sense'n that yet? Asked the man who hit me. "Ain't you learned to say sir to a white man yet?"

Dazed, I pulled to my feet. My elbows and legs were bleeding. Fits doubled, the white man advanced, kicking the bicycle out of the way.

"Aw, leave the bastard alone. He's got enough," said one.

They stood and looking at me. I rubbed my shins, trying to stop the flow of the blood. No doubt they felt a sort of contemptuous pitty, for one asked:

"You wanna ride to town now, nigger? You reckon you enough to ride now?"

"I wanna walk," I said simply.

Maybe I sounded funny. They laughed.

"Well, walk, you black sonofabitch!"

Before they got back in their car, they confronted me with:

"Nigger, you sure ought to be glad it was us you talked to that way. You're a lucky bastard, 'cause if you'd said that to some other white man, you might've been a dead nigger now." (Wright's *Black Boy*, 1945:180)

From the explanation above, the racial discrimination to black people can be happening everywhere. They have to feel it. The dialogue happens between whites and Richard show that Richard receives racial discrimination from the white. He is slapped by the white because they think that Richard is not polite enough to them. Black should call the white with a polite way. The white likes to call with sir.

The racial discrimination presenting in *Black Boy* is a real experience. Richard Wright experienced much racial discrimination in his life. He is suffering and wandering about his life condition. The racial discrimination has much impact in his life. Richard begins to find the meaning of his life. He starts to find his identity. To get his identity is a big problem for the African Americans. They cannot show their identity because of the racial discrimination. They cannot speak and express their feeling.

B. The Impacts of Racial Discrimination Towards Richard Wright's Personality

The racial discrimination has much impact on development of Richard's identity. The racial discrimination is suffered by the African Americans makes them cannot develop their identity. The impacts is not only outside but also inside. They do not only receive the scar but also the psychological effect. The dangerous thing that comes from psychological effect, they has to manage their mind and feeling.

The psychological effect received by the African American makes them cannot develop their selves. They cannot express on things they want. This condition happens to them continually. For the African Americans, they become silent and always blame for the things they do not do. They only receive and suffer the pain from the racial discrimination.

As a black boy, Richard Wright also experienced the same as the African Americans. He also feels the pain and the psychology effect in his life. From the psychology effect, Richard receives much of racial discrimination impact. He becomes temperament, rude, anger, silent, frighten. However, Richard racial discrimination does not only impact on the bad thing. He also has a good impact as the result of racial discrimination. He becomes responsible, hard worker and smart.

1. Being Temperamental.

According to *educationportal.com*, Temperament is an individual's characteristic level of emotional excitability or intensity and is typically recognized within the first week after birth. It is often assumed to be an early indication of personality, though personality combines temperament with experiences to shape life-long traits. Temperament shows someone anger. It shows the high condition when they are in under pressure.

As the impact of the racial discrimination experienced by Richard, he begins to temperament when under pressure. The hard condition of life makes him threat the people differently. He may fight to someone who disturbs him. As written in

At noon recess I went into the school grounds and a group of boys sauntered up to me, looked at me from my head to my feet, whispering among themselves. I leaned against a wall, trying to conceal my uneasiness.

“Where you from?” a boy asked abruptly.
 “Jackson,” I answered.

“How come they make you people so ugly in Jackson?” he demanded.
 There was loud laughter.
 “You’re not any too good-looking yourself,” I countered instantly.
 “Oh!”
 “Aw!”
 “You hear what he told ‘im?”
 “You think you’re smart, don’t you?” the boy asked, sneering.
 “Listen, I ain’t picking a fight,” I said. “But if you want to fight, I’ll
 fight.”
 “Hunh, hard guy, ain’t you?”
 “As hard as you”
 “Do you know who you can tell that to?” he asked me.
 “And you know who you can tell it back to?” I asked
 “Are you talking about my mama?” he asked, edging forward.
 “If you want it that way,” I said. (Wright’s *Black Boy*, 1945:91)

The hard condition in the society changes him to be a temperament
 person. He likes to solve his problem with emotion rather than solution.
 Richard considered as a hard boy because he always meet the hard people in
 his life. As a new boy, Richard receives oppression in his first day school. He
 wants to show that with his emotion, he can be respected.

Another explanation showing that Richard is a temperament boy is the
 day when Richard was blame for the thing he did not done. The day when
 Aunt Addie blames Richard makes Richard angry because he did not do
 anything wrong.

The moment Aunt Addie came into the house---I reached home before
 she did---she called me into the kitchen. When I entered, I saw that she
 was holding another switch. My muscles tightened.
 “You’re not going to beat me again!” I told her.
 “I’m going to teach you some manners!” She said.
 I stood fighting, fighting as I had never fought in my life, fighting with
 myself. Perhaps my uneasy childhood, perhaps my shifting from town
 to town, perhaps the violence I had already seen and felt took hold of
 me, and I was trying to stifle the impulse to go to the drawer of kitchen
 table and get a knife and defend myself. But this woman who stood

before me was my aunt, my mother's sister, Granny's daughter; in her veins my own blood flowed; in many of her actions I could see some elusive part of my own self; and in her speech I could catch echoes of my own speech. I did not want to be beaten for a wrong I had not committed. (Wright's *Black Boy*, 1945: 107)

According to the text, Richard wrote that he may agree that the bad temperament is caused by the society he saw. The violence that he experienced makes him grow as a bad personality. His moving from one to another town makes him hard to adapt with the new society. He cannot find his identity because nobody teaches him to act and manner. As a teenager, learning about manner building a good character is important.

As a black boy who lives in poor condition, having education is impossible things for him. However, Richard's family let him to learn in school. However, he needs textbooks and he should wait for two months to have them. His clothes were despair. He enters the Jim Public school. He moves to another school again because he must study to be a smart boy.

As a new boy, he always receives disruption from his new friend, as written in:

The first school day represented the unusual problem and I was emotionally prepared to meet it. Upon what terms would I be allowed to remain upon the school ground? With pencil and tablet, I walked nonchalantly into the schoolyard, wearing a cheap, brand-new straw hat. I mingled with the boys, hoping to pass unnoticed, but knowing that sooner later I would be spotted for a newcomer. And trouble came quickly. A black boy bounded past me, thumping my straw hat to the ground, and yelling:

"Straw Katy!"

I picked up my hat and another boy ran past, slapping my hat even harder.

"Straw Katy!"

Again I picked up my hat and waited. The cry spread. Boys gathered around, pointing chating:

“Straw katy! “Straw katy!”

I did not feel that I had been really challenged so far; no particular boy had stood his ground and taunted me. I was hoping that the teasing would cease, and tomorrow I would leave my straw hat at home. But the boy who had begun the game close.

“Mama bought me a straw hat,” he sneered.

“Watch what you’re saying,” I warned him.

“Oh, look! He talks!” the boy said.

The crowd howled with laughter, waiting, hoping.

“Where you from?” the boy asked me.

“None of your business,” I said.

“Now, look, don’t you go and get sassy, or I’ll cut you down,” he said.

“I’ll say what I please,” I said. (Wright’s *Black Boy*, 1945:123)

Richard dares to offense the black boys because he is angry with them.

The black boys yelled at Richard hat and slapped it. It makes Richard does not like and feel so emotionally raising. However, he still can handle his emotions until the black boy insult him. The black boys insult makes Richard temperament rise. He become angry and warned him to get away before the black boy getting more trouble.

2. Being Rude

Racial discrimination has much impact on Richard personality. As the result of the hard life, he cannot get a good personality from family and the society. He sees the hard things since he is in a child until the time he grows up. Richard cannot say something politely or in the right way. Richard does not teach well by her mother when he was in childhood. As a single parent, Richard’s mother has to work to fulfill the needs. It makes Richard and his brother must take care of themselves.

The day when Richard in the grand mother house. Richard and his brother are having a bath by the grand mother.

I stooped and she scrubbed my anus. My mind was in a sort of daze, midway between daydreaming and thinking. Then, before I knew it, words---word whose meaning I did not fully know---had slipped out of my mouth.

“When you get trough, kiss back there” I said, the words rolling softly but unpremeditatedly.

My first indication that something was wrong was that Granny became terribly still, then she pushed me violently from her. I turned around and saw that her white face was frozen that her black, deep-set eyes were blazing at me unblinkingly. Taking my cue form her queer expression, I knew that I had said something awful, but I had no notion at that moment just how awful it was. Granny rose slowly and lifted wet the wet towel high above her head and brought it down across my naked back with all the outraged fury of her sixty-odd-year-old body, leaving an aching streak of fire burning and quivering on my skin. I gasped and held my breath, fighting against the pain; then I howled and cringed. I had not realized the meaning of what I had said; its moral horror was unfelt by me, and her attack seemed without case, she lifted the wet towel and struck me again with such force that I dropped to my knees. I knew that if I did not get out of her reach she would kill me. Naked, I rose and ran out of the room, screaming. My mother hurried from the bed. (Wright’s *Black Boy*, 1945:40)

The narration above shows Richard behavior. He is still young and do not understand the meaning of word he hear and learn. Richard does not understand the words meaning because no body teach him when he was a child. He has not gotten into a school yet.

Grand mother’s anger of Richard caused by the impolite words said. Richard doing something mischief because there is no body told him the words meaning. He copies the words and says it. However, he knows that he is wrong but the family punish with punishing him by beating him.

Richard memory of childhood when he is in the granny house, he wants something new. He got an idea about throwing something into the fire and watch it burn.

...Burning straws was a teasing of fun and I took more of them from the broom and cast them into the fire. My brother came to my side, his eyes drawn by the blazing straws.

"Don't do that," he said.

"How come?" I asked.

"You'll burn the whole broom," he said

"I'll tell," he said.

"And I'll hit you," I said. (Wright's *Black Boy*, 1945: 4)

Richard's idea to playing with fire makes him burning the house. He does not care of his brother warning. Richard's attitude makes all the family scared. He slapped and beaten for the things he done. He lashed until he lost of his consciousness.

Another rude done by Richard when he killed the cat in the childhood. The cat's noise makes Richard's father angry. Richard's father insists him to kill or do what ever to the cat.

My brother ran away in fright. I found a piece of rope, made a noose, slipped it about the kitten's neck, pulled it over a nail, then jerked the namila clear of the ground. It gasped, slobbered, spun, doubled, clawed, the air frantically; finally its mouth gaped and its pink-white tongue shot out stiffly, I tied the rope to a nail and went to find mu brother. He was crouching behind a corner of the building.

"I killed 'im," I whispered

"You did bad," my brother said.

"Now papa can sleep," I said, deeply satisfied.

"He didn't mean for you to kill 'im," my brother said.

"Then why did he tell me to do it?" I demanded.

My brother could not answer; he stared fearfully at the dangling kitten. (Wright's *Black Boy*, 1945:11)

Richard's rudeness of killing the kitten happens because he misunderstood of the father means. He knew that his father does not really mean to kill the kitten. However, he hates to make him want to kill it. He does not like the father shout at him makes him believes that his father want the kitten to be killed.

3. Easily Getting Angry

Temperament and emotional rising are not only the impact of racial discrimination toward Richard but also easily getting angry. As a black boy who lives in hard condition, Richard has to make his personality to be a hard person. If he cannot be a hard person than every people will set him and cannot get a job.

The racial discrimination which is experienced by Richard in the society, it changes him to be an anger people. He cannot think clearly because the pressure he feels. He has to solve his own problem with wise. However, the segregation and the skin color issue make the marginalized and threatened as a property. Meanwhile, they have to rise and fight for their freedom.

The elder hurried toward me. Automatically I rose. He extended his hand and I shook it.

"Your grandmother told me," he said in awed tones.

I was speechless with anger.

"She says that you have seen an angel." The word literally poured of his mouth.

I was so overwhelmed that I grifted my teeth. Finally I could speak and grabbed his arm.

"No... N-nooo, sir!" I stammered "I didn't say that. She misunderstood me." (Wright's *Black Boy*, 1945:117)

The narration above shows that when the bad condition of Richard personality of losing her religion, his grand mother told the elder talk to Richard. He does not like it and he feels angry because the elder talks to him about his religion problem.

Richard's anger of calling colored people makes his emotion raising. He hates to be called a colored people. He tries to find out about black-white. He gets angry when he knows something about his background color. As written in:

“Then what am I?”

“They’ll call you a colored man when you grow up,” she said.

Then she turned to me and smiled mockingly and asked; “Do you mind, Mr. Wright?”

I was angry and I did not answer. I did not object to being called colored, but I knew that there was something my mother was holding back. She was not concealing facts, but feelings, attitudes, convictions which she did not want me to know; and she became angry when I prodded her. All right, I would find out someday. Just wait. All right, I was colored. It was fine. I did not know enough to be afraid or to anticipate in a concrete manner. True, I had heard that colored people were killed and beaten, but so far it all had seemed remote. ...

(Wright's *Black Boy*, 1945:49)

Richard's anger is affected by his curious about his background color. He is angry to be called as a colored person. He does not like to be called as a colored person. Even though Richard is black, he hates to be called colored people. He wants to prove that he can change his manner and fix his life. Colored people are usually beaten and it is true, because they are threatened well as a person who has equality in the society.

4. Becoming Silent

Becoming silent is also considered as the impact of racial discrimination towards Richard's personality. His silence is caused of under pressure when he is working. He cannot refuse his Boss anger when he did something wrong. He feels the pain without complaining.

Richard keeps his silent because he needs the money to buy his needs. He dares to fight his boss, but rather than having a problem, he keeps his silences and let the thing goes. As written in

The next morning at ten I crept up the stairs and peered into
 "Tell me, what happened?"
 An impulse to speak rose in me and died with realization that I was facing
 a wall that I would never breech. I tried to speak several times and could
 make no sounds. I grew tense and tears burnt my cheeks.
 "Now, just keep control of yourself," Mr. Crane said
 I clenched my fists and managed to talk.
 "I tried to my best here," I said
 "I believe you," he said' but I want to know what happened. Which one
 bothered you?"
 "Both of 'em," I said
 Reynolds came running to the door and I rose. Mr. Crane jumped his feet.
 "Get back in there," he told Reynolds
 "That nigger's lying!" Reynolds said "I'll kill 'im if he lies non me!"
 "Get back there or get out," Mr. Crane said.
 Reynolds backed away, keeping his eyes on me.
 "Go ahead," Mr. Crane said. "Tell me what happened."
 Then again I could not speak. What could I accomplish by telling him? I
 was black; I lived in the south. I would never learn to operate those
 machines as long as those two white man in there stood by the. Anger and
 fear welled in me as I felt what I had missed; I learned forward and
 clapped my hands to mu face.
 (Wright's *Black Boy*, 1945: 192)

Richard cannot tell his feeling. He is afraid of the pressure done by his supervisor. He is asked by the boss to say about what happened last day. He is beaten by his supervisor just because he wants learning to operate the

machines. However, the supervisor feels angry and beat Richard. According to the supervisor, the black cannot operate the machines so they would not let Richard touch the machine.

Another condition shows that he can not do anything because white's people racial discrimination. It happened when he worked in the clothes store.

Each day in the store I watched the brutality with growing hate, yet trying to keep my feelings from registering in my face. When the boss looked at me I would avoid his eyes. Finally the boss's son concerned me one morning.

"Say nigger, look here," he began.

"Yes, Sir."

"What's on your mind?"

"Nothing, sir, "I said, trying to look amazed, trying to fool him.

"Why don't you laugh and talk like the other niggers?" he asked

"Well, Sir, there's nothing much to say or smile about," I said, smiling His face was hard, baffled; I knew that I had not convinced him. He whirled from me and went to the front of the store; he came back a moment later, his face red. He tossed a few green bills at me.

"I don't like your looks, nigger. Now get!" he snapped.

I picked up the money and did not count it. I grabbed my hat and left.

(Wright's *Black Boy*, 1945:182)

Richard hates the whites. They threat them as a property and consider them to beat and slap. It makes that he does not have an open mind to the people in the society. His silences annoy the boss's son. He comes to Richard and fired him because of a simple reason, he does not like Richard faces in silences.

His silences continue until he gets a job in a hotel. Richard has many times changes his work, it happens commonly because his boss does not like Richard attitude. In the hotel, he gets a job as a bellboy. One night, Richard called to a room service duty.

5. Frightened of White.

Being frightened also becomes the impact of racial discrimination in Richard's personality. The white issues who always are beaten the black people make him frightening when he was in childhood. He still can not understand about why the white beats the black people in the society. Frightening always makes his development delayed. He cannot develop to be a better person.

Richard's frightened is caused by the society. He believes that the white society always threat the black as a non human creature. His society also believes to make a distance with the white. They have to obey the white command to make their life save.

"And you didn't take the money?" she asked

"No, ma'am."

"Why?"

"I don't know," I said uneasily.

"Don't you know that ninety-seven cents is almost a dollar?"

"Yes, ma'am," I said, counting on my fingers. "Ninety-eight, ninety-nine, one hundred. But I didn't want to sell Betsy to white people."

"Why?"

"Because they're white," I said.

"You're a foolish," my mother said.

(Wright's *Black Boy*, 1945: 71)

One day when Richard feels hungry, he wants to sell the dog. Richard goes to the white house sacredly. The rumor says that white does not kinds to the black people. But he wants to sell the dog. A lady interested in Richard dog, he want to buy it with ninety-seven dollar. Richard cannot sell the dog to white lady. He is afraid of the white lady and leaves the house.

Another narration shows Richard is frightening of white is written in the situation when Richard works at optical trade.

The next morning I was outside the office of the optical company long before it opened. I was reminding my self that I must be polite, must think before I spoke, must think before I acted, must say “yes sir, no sir” that I must so conduct myself that white people would not think that I though I was as good as they. Suddenly a white man came up to me. (Wright’s *Black Boy*, 1945:186)

Richard first day in the optical trade company he afraid of his attitude in front of his white boss. Richard keeps his mind to not doing something silly when he is in the work. He must keep his attitude in front of the white. He also has to keep his mouth to not say something impolite to them. Richard afraid if he does not keep his attitude he will be beaten by the white and fired.

...One day I dropped a jug of orange syrup in the middle of floor. The boss was furious. He caught my arm and jerked me into the back of the drugstore. His face was livid. I expected him to hit me. I was braced to defend myself.

“I’m going to deduct that from your pay, you black bastard! He yelled.

Words had come instead of blows and I relaxed.

“Yes, sir,” I said placatingly. “It was my fault.”

“You goddam right it was!” he yelled louder.

“I’m new at this,” I mumbled, realizing that I had said the wrong thing, though I had been striving to say the right

“We’re only trying on you out,” he warned me.

“Yes, Sir. I understand,” I said. (Wright’s *Black Boy*, 1945:195)

After working in the optical trade, Richard keeps to work to find something to eat. He gets a job in the drugstore. His sustained of working and his frighten of white people makes him to keep his attitude in front of white people when they have a good time. He swaps the floor cautiously and keeps

the distance from the white. Richard dropped a jug of orange syrup and he gets fired.

C. Discussion

Racial discrimination still happens until nowadays. Even though human has law barriers in protecting people from discrimination, but it still happen in the daily of life. For African Americans, racial discrimination experienced by them is a painful experience. Their hard life insists the African Americans feel the pain in their society. The segregation between white and black brings a hard life in their psychology.

Wright's *Black Boy* is an autobiography that tells a painful experienced by Richard Wright due his childhood. The separation makes his life changes. He feels jealous to the society which oppresses him. His jealousy makes him questioning on his life condition. The life conditions he wanted to explore and dreamed of.

As a black boy, Richards dream to be equal of the white. He wants to be treated as a human who has rights with others in the society. The rights that he wants to pursue. However, the reality brings a different condition. White always oppresses black. It makes black cannot develop their identity as he has dreamed. He has to experienced many hard treatments.

The racial discrimination has experienced by his early life. Grow in the hard society, the racial discrimination and oppression are comes from his family and society. The family bad treatment makes his attitude grow in

wrong way. He became temperament and bad mannered. It happens because the family unable to deliver him to be a good person. The family oppresses him of the things he do.

CHAPTER V CONCLUSION

In the last chapter, the researcher presents the conclusion of this research. He found out that there are the impacts of racial discrimination towards the main character Identity development as reflected in *Black Boy* by Richard Wright.

A. The Racial Discrimination Experienced by Richard Wright as Reflected in *Black Boy*.

In this point, the researcher found three categories that portrayed Racial Discrimination problems in *Black boy*. It can be seen that the racial discrimination that happens in this Autobiography. In *Black Boy*, the researcher determines some indicators. They are “Racial discrimination in the childhood” “Racial discrimination in the teenager” and “Racial discrimination in the young adult”. The first indicator reveals that racial discrimination happens since Richard wright in the child hood. The oppression starts from the family and the society. It is shown in the autobiography that racial discrimination makes inconvenience to the Richard life. The second indicator shows the kinds of racial discrimination when Richard in the teenagers stages. It means that societies do racial discrimination in his life. This situation is very fundamental to Richard because his basic knowledge can recognize the environment and their behavior to the black societies. The third portrays the kinds of racial discrimination when Richard is in the young adult stages. It means that Richard totally concerns about the current issues about the discrimination happens in his societies.

The indicators above show that the racial discrimination is a bad issue for the black. It shows that *Black Boy* portrays the racial discrimination problems in complex way. The autobiography gives a clear explanation to the readers how the black condition actually is.

B. The Impacts of Racial Discrimination towards Richard Wright's Personality.

The racial discrimination also has impacts on the identity development. It means that the racial discrimination also affect the psycho social of human psychology. In the *Black Boy*, the researcher found five indicators that portray the impact of racial discrimination to the main character. They are “being temperamental”, “being rude”, “easily getting angry”, “becoming silent”, and “frightened of white”.

Richard is the main character in the autobiography. He has self-awareness towards society. The racial discrimination is not easy because he is still a boy who does not know the issues about the separation. The first indicator is easily being temperamental. It is shown when Richard is being oppressed by the Aunt Addie. He tries to save the gang for the things he does not done. However, Aunt Addie insists him to admit it. Richard temperament is raising and he fights for his Aunty. The second indicator reveals how the main character attitude impolitely. He has bad behavior to the parents and the older. His rude makes something mischief in the society. He starts to be uncontrolled in manner and attitude. The third, Richard is easily getting angry. He becomes angry about the society to him. He feels the anger inside when he feels disturbed. Richard anger brings something bad to him.

The fourth indicator is Richard becoming silent. His silences happen as the impact of the racial discrimination. He cannot say anything in front of white people. He cannot show a happy face or sad face in front of the white. He cannot say his perception on many things. The last indicators are 'Frighten of white'. The indicators are bad to the Richard. The racial discrimination cannot develop his identity so he can say what he should say to the people. He knows that he should say the right thing. But the society can not let him to say the right thing. He becomes silent and do not care about the society. However he knows that it should be wrong to stay silent.

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APPENDICES

APPENDIX I

The Summary of *Black Boy*

Black Boy is an autobiography of Richard Wright's early life, it contains the hard life affect in South from 1912 to 1927. It tells Richard's childhood life and the painful experience caused by the racial discrimination at the time. Richard was born in September 4th. They move and live with in grandmother's house. Richard's mischief of playing fire makes the grandmother's house burn Richard receives a hard punishment from his family because he did bad thing.

Because of the hard condition, Richard family has to move to Memphis. Richard very interested when he hears that they want to go with a ship. The reality was not as good as he imagines. They are going to Memphis by a steamboat. In Memphis they rent a small pavilion. Their moves make a bad condition. Poor and hunger makes him cannot move and think. If Richard asked for a food, then her mother gives him a cup of tea. Richard's family unable buys food. The condition happens because his father cannot get a good job. Then Richard's father lives with another woman and leaves the family. The complicated situation makes his mother as the main chores in their family. She has to work to earn some money. When her mother is going out to work, he has to keep his brother. In the free time he always going to black child community and talking about gossip. Afraid of doing something mischief, her mother takes him and his brother to her work place.

When her mother gets sick, he has to stay with Uncle Tom in Mississippi. But his uncle was cold and unsympathetic to him. Richard's cannot enjoy his living there because he afraid of the dead who lied in his bed. He decides to go back in his grandmother house. He is very happy because her mothers become recovery from her sick. In his fifth grade Richard taught by Aunt Addie in his Adventist school. He was blame for things he does not do. He fighting for defends himself. He became a brutal person.

After the graduation, Richard finds a job to save him form hunger. He gets the job, but much racial discrimination has to experience by Richard. He begins to realize that white always slap and beat black. They have no mercy to do that to the black. White thinks that black is only a property which is can be threated as they want. Richard cannot so anything to face the situation. But he keeps struggle to find his way that black is equal to white.

APPENDIX II

Table 1. The Racial Discrimination Experienced By Richard Wright.

No.	Page	Code	Category	Indicators	Quotation	Interpretation	Representation
1.	11	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>“Kill that damn thing” my father exploded “Do anything, but get it away from here!”</p> <p>He went inside, grumbling. I resented his shouting and it irked me that I could never make him feel my resentment. How could I hit back at him? oh, yes...he had said to kill the kitten and I would kill it! I knew he had said to kill the kitten and I would kill it! I knew that he had not really meant for me to kill the kitten, but my deep hate urged me toward a literal acceptance of his word.</p>	Richard’s father is angry to him and blame him for the kitten. Then, he decided to kill the kitten to satisfy his father.	Character (By Author’s Comment)

2.	13	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>“Get out there and bury that poor kitten,” she ordered.</p> <p>“I’m scared!”</p> <p>“And wasn’t that kitten scared when you put that rope around it’s neck?” she asked</p> <p>“But it was only a kitten,” I explained.</p> <p>“But it was alive,” she said. “Can you make it live again?”</p> <p>“But papa said to kill it,” I said, trying to shift the moral blame upon my father.</p> <p>My mother wacked me across my mouth with the flat palm of her hand.</p>	Richard’s mother angry because he killed the kitten. She blamed Richard for the things he do.	Character (By Speech)
3.	14.	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>Hunger stole upon me so slowly that at first I was not aware of what hunger really meant. Hunger had always been more or less at my elbow. When I played, but now I began to wake up at night to find hunger standing at my bedside, staring at me gauntly. The hunger I had known before this that had been no grim, hostile</p>	<p>The hunger is affected because of the poor condition.</p> <p>They do not have money to buy food.</p>	Character (By Author’s Comment)

					no grim, hostile stranger; it had been a normal hunger that had made me beg constantly for bread, and when I ate a crust or two I was satisfied. But this new hunger baffled me, scared me, made me angry and insistent. Whenever I begged for food now my mother would pour me a cup of tea which would still the clamor in my stomach for a moment or two; but a little later I would feel hunger nudging my ribs, twisting my empty guts until they ached. I would grow dizzy and my vision would dim. I became less active in my play, and for the first time in my life I had to pause and think what was happening to me		
4.	43	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>“You may as well stand still,” my mother said. “I’m going to beat you tonight if it is the last thing I do on earth!”</p> <p>Again she charged me and I dodged, just missing the stinging swish of the wet towel, and scooted into the room where my</p>	Richard’s mother angry because of Richard attitude.	Character (By Speech)

					brother stood.		
5.	43	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Family	<p>“You come out if there,” my mother called.</p> <p>“Naw,” I cried</p> <p>“Come out or I’ll beat you to within an inch of your life,” she said.</p> <p>“Naw,” I cried</p> <p>“Call Papa,” Granny said.</p>	Richard’s mother wants to beat him but Richard cannot out from the room. Because Richard scared of the mother’s slap.	Character (By Speech)
6.	17	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Society	They came toward me and I broke into a wild run toward home. They overtook and flung me to the pavement. I yelled, pleaded, kicked, but they wrenched the money out of my hand. They yanked me to my feet, gave me a slaps, and sent me home sobbing.	Richard’s is beaten by the gang when he wants to go to the grocery.	Character (By Author’s Comment)
7.	23	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Society	<p>“Then why did the ‘white’ man whip the ‘black boy?’” I asked my mother</p> <p>“The ‘white’ man did not whip the ‘black boy,” my mother told me. “ He beat the ‘black’ boy</p>	Richard’s mother tell him if white society always oppress black.	Character (By Speech)
8.	46	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Society	<p>“Can I go and peep at the white folks?” I asked my mother.</p> <p>“you keep quit,” she said</p> <p>“But that wouldn’t be wrong, would it?”</p>	The segregation happens between black and white makes them cannot stand together.	Character (By Speech)

					<p>“Will you keep still?”</p> <p>“But why can’t I?”</p> <p>“Quit talking foolishness!”</p>		
9.	58	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Society	<p>“Did you ever see any?”</p> <p>“No”</p> <p>“Why are there so many black men wearing stripes?”</p> <p>“It’s because ...Well, they’re harder on black people.”</p> <p>“The white people?”</p> <p>“Yes”</p>	Many of blacks are under arrest because they doing something criminal according white’s law.	Character (By Speech)
10.	69	A.1	The Racial Discrimination experienced in childhood	Racial Discrimination in Society	I went from to door to door, ringing the bells. Some white people slammed the door in my face. Others told me to come to the rear of the house. But pride would never let me do that	White people do not have a good manner for the black.	Character (By Author’s Comment)
11.	134	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in family	<p>“you see what you’ve done to Granny,” she said</p> <p>“I didn’t touch her,” I said. I had wanted to ask how Granny was, but my fear made me forget that.</p> <p>“You were trying to kill her,” Aunt Addie said.</p> <p>“I didn’t touch Granny, and you know it!”</p> <p>“You are evil. You bring nothing but trouble!”</p>	Aunt Addie blames for the things did by Richard to Grandmother.	Character (By Speech)

					"I was trying to dodge her. She was trying to hit me. I had done nothing wrong..."		
12.	135	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in family	"I'm only trying to explain why Granny fell," I said. "Shut up, now! Or I'll wring your neck, you fool!" "You're another fool!" I came back at her, angry now. She trembled fury.	Richard is threatening of the Grandmother's injured.	Character (By Speech)
13.	142	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in family	"Where's Uncle tom?" I asked "He's sleeping," She said I ran into his room, went to his bed, and shook him. "Uncle Tom, Granny says to come at once. Grandpa's dead," I panted.. He stared at me long time. "You certainly a prize fool," he said quietly. "Don't you know that's no way to tell a person that his father's dead?"	Uncle tom angry because Richard cannot say something polite to elder.	Character (By Speech)
14.	159	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in family	"I didn't mean to hurt your feelings this morning," I told him. "You insist I did. Now, I'll be damned if I'm going to be beaten because of your hurt feelings."	Uncle tom will fight Richard if he cannot obey him.	Character (By Speech)

					<p>“You’re the worst criminal I ever saw,” He exclaimed softly.</p> <p>“If you want to fight, I’ll fight.</p> <p>‘That’s the way it’ll be between us ,: I told him</p>		
15.	83	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	<p>Our battles were real and bloody: we threw rocks, cinders, coal, sticks, pieces of iron, and broken bottles, and while we threw them we longed for even deadlier weapons. If we hurt, we took it quietly; there was no crying whimpering. If our wounds were not truly serious, we hid them from our parents. We did not want to be beaten for fighting. Once, in a battle with a gang of white boys. I was struck behind the ear with a piece of broken bottle; the cut was deep and bleed profusely.</p>	Richard’s gang fights the white. It means that both of black and white cannot stand together.	Character (By Author’s Comment)
16.	131		The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	<p>“Do you know what the Ku Klux Klan do to colored people?”</p> <p>“They kill us. They keep us from voting and getting good jobs,” I said.</p> <p>“Well, the paper you’re selling preaches the Ku Klux Klan doctrines,” he said.</p>	The Ku Klux Klan doctrines to against the black makes Richard stop to selling the paper.	Character (By Speech)

					<p>“Oh, no!” I exclaimed</p> <p>“Son You’re holding it in your hands,” he said.</p>		
17.	146	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	<p>What would be happen now that I would be among white people for hours at a stretch? Would they hit me? Curse me? If they did, I would leave at once.</p>		Character (By Author’s Comment)
18.	148	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	<p>“But I can’t milk a cow, ma’am,” I said.</p> <p>“Where are you from?” she asked incredulously.</p> <p>“Here in Jackson,” I said.</p> <p>“You mean to stand there, nigger, and tell me that you live in Jackson and don’t know how to milk a cow?” she demand in surprise.</p>	<p>White’s perception that black can do anything and able to do something hard.</p>	Character (By Speech)
19.	163	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	<p>“Is this the nigger?” he asked a black boy as he pointed at me.</p> <p>“Yes,Sir,”</p> <p>I pulled down my trousers and he looked.</p> <p>“Humnnnn,” he grunted, then laughed. “A dog bite can’t hurt a nigger.”</p> <p>“It swelling and it hurts,” I said.</p>	<p>Richard’s was bitten by a dog. But white cannot believe that a black boy can hurt by a dog bite.</p>	Character (By Speech)

					“If I bother you, let me know,” he said. “But I never saw a dog yet that could really hurt a nigger.”		
20.	170	A.2	The Racial Discrimination Experienced in Teenager	Racial Discrimination in Society	He came to me and put his hands under my arms and lifted me from the floor, as though I were a bundle of feathers. “You’re too light for our works,” he said. “But maybe I could do something there,” I said “That’s the problem,” he said soberly	White’s discrimination on Richard because he cannot do something heavy.	Character (By Speech)
21.	179	A.3	The Racial Discrimination Experienced in Young Adult	Racial Discrimination in Society	One morning, while I was polishing brass out front, the boss and his son drove up in the car. A frightened black woman sat between them. They got out and half dragged and half kicked the woman into store. White people passed and looked on without expression. A white policeman watched from the corner, twirling his night stick; but he had no move	Richard’s experience when he see a black woman slapped by the white.	Character (By Author’s Comment)
22.	180	A.3	The Racial Discrimination	Racial Discrimination	The words were barely out of my mouth before I felt something	Richard’s was beaten by a whisky bottle	Character (By Author’s

			Experienced in Young Adult	in Society	hard and cold smash me between the eyes. It was an empty whisky bottle. I saw stars, and fell backwards from the speeding car into the dust of the road, my feet becoming entangled in the steel spokes of the bicycle. The car stopped and the white man piled out and stood over me.	because he is does not say “Sir’ to white.	comment)
23.	181	A.3	The Racial Discrimination Experienced in Young Adult	Racial Discrimination in Society	Late on Saturday night I made some deliveries in a white neighborhood. I was pedaling my bicycle back to the store as fast as I could when a police car, swerving toward me, jammed me into the curbing. “Get down, nigger, and put up your hands!” they ordered I did. They climbed out of the car, guns drawn, faces set and advanced slowly. “Keep still!” they ordered. I reached my hands higher. They searched my pockets and packages. They seemed dissatisfied when they could find nothing incriminating. Finally, one of them said:	The police officer thinks that Richard must do something criminal. However they cannot get anything from Richard so they release Richard with an upset expression.	Character (By Author’s Comment)

					“Boy tell your boss not to send you out in white neighborhoods at this time night”		
24.	190	A.3	The Racial Discrimination Experienced in Young Adult	Racial Discrimination in Society	They gave me a minute to get out of the factory and warned me no to show up again or tell the boss.	After beaten by the white Richard warned not to tell their boss.	Character (By Author’s Comment)
25.	195	A.3	The Racial Discrimination Experienced in Young Adult	Racial Discrimination in Society	The boss was furious. He caught my arm and jerked me into the back of the drugstore. His face was livid. I expected him to hit me. I was braced to defend my self.	Richard will be beaten for the mistakes he did.	Character (By Author’s Comment)
26.	198	A.3	The Racial Discrimination Experienced in Young Adult	Racial Discrimination in Society	One night when I was about to go home I saw a girl who lived in my direction and I feel in bedside her to walk part of the distance together. As we passed the white night watchman, he slapped her playfully on her buttocks	White impolitely slapped the woman buttocks. They consider that black is only a property.	Character (By Author’s Comment)

Table 2. The Racial Discrimination Experienced By Richard Wright

No.	Page	Code	Category	Indicators	Quotation	Interpretation	Representation
1.	76	B.1	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Temperamental	I sat and cursed myself. Why did I always appear so dumb when I was called upon to perform something in a crowd? I knew how to write as well as any pupil in the classroom, and no doubt I could read better than any of them, and I could talk fluently and expressively when I was sure of myself.	He feels angry to himself because he cannot show his ability in front of his classmates.	Character (By Author's Comment)
2.	90	B.1	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Temperamental	The boy came close. I stood my ground. Our faces were four inches apart. "You think I'm scared of you, don't you?" he asked. "I told you what I think," I said. Somebody, eager and afraid that we would not fight, pushed the boy and he bumped into me. I shoved him away violently.	Richard's temperament appears since he is a child. He dares to fight people who disturb him.	Character (By Author's Comment)
3.	123	B.1	The Impacts of Racial Discrimination	Being Temperamental	"Mama brought me a straw hat," he sneered. "Watch what you're saying," I	His friend's bullying makes Richard temperament raising	Character (By Speech)

			Towards Richard Wright's Personality		warned him.	and they fought.	
4.	147	B.1	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Temperamental	As I walked around her house to the street, I knew that I would not go back. The woman had assaulted my ego; she had assumed that she knew my place in life, what I felt, what I ought to be, and I resented it with all my heart.	His emotion is raising when a white woman tell hem that he cannot be a writer.	Character (By Author's Comment)
5.	4	B.2	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Rude	"Don't do that," he said. "How come?" I asked. "You'll burn the whole broom," he said. "You hush," I said. "I'll tell," he said. "And I'll hit you," I said.	Richard's bad mannered makes him burn grandmother house.	Character (By Speech)
6.	11	B.2	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Rude	"I killed 'im," I whispered. "You did bad," my brother said. "Now papa can sleep," I said, deeply satisfied. "Then why did he tell me to do it?" I demanded.	Richard's naughty because he killed the cat for satisfying his father.	Character (By Speech)

7.	21	B.2	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Rude	To beg drinks in the saloon became an obsession. Many evenings my mother would find me wandering in a daze and take me home and beat me; but the next morning, no sooner had she gone to her job than I would run to the saloon and wait for someone to take me in and buy me a drink.	In his childhood Richard's bad mannered is become a drunkard.	Character (By Author's Comment)
8.	107	B.2	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Rude	I stood fighting, fighting as I had never fought in my life, fighting my self. Perhaps my uneasy childhood, perhaps my shifting from town to town, perhaps the violence I had already seen and felt took hold of me, and u was trying to stifle the impulse to go to the drawer of the kitchen table and get a knife and defend my self.	Richard's bad mannered happens when he dares to fight his aunty.	Character (By Author's Comment)
9.	109	B.2	The Impacts of Racial Discrimination Towards Richard Wright's	Being Rude	"Richard, give me that knife," my mother said. "But, mama, She'll beat me, beat me for nothing," I said. "I'm not going to let her beat me; I don't care what happens!"	Richard's acting impolite to his grandmother and his mother by holding a knife to fight them.	Character (By Speech)

			Personality		“Richard, you are bad, bad,” Granny said, weeping.		
10.	49	B.3	The Impacts of Racial Discrimination Towards Richard Wright’s Personality	Easily Getting Angry	I was angry. I did not answer. I did not answer. I did not object to being called colored, but I knew that there was something my mother was holding back. She was not concealing facts, but feelings, attitudes, convictions which she did not want me to know; and she became angry when I prodded her	He becomes easily getting angry when he called a colored people bay his mother.	Character (By Author’s Comment)
11.	106	B.3	The Impacts of Racial Discrimination Towards Richard Wright’s Personality	Easily Getting Angry	I walked slowly to her desk, expecting to be lectured; but my heart quickened when I saw her go to the corner and select a long green, limber switch and come toward me. I lost control of my temper.	Richard’s angry because he was punished by his Aunty for the things he do not did.	Character (By Author’s Comment)
12.	107	B.3	The Impacts of Racial Discrimination Towards Richard Wright’s Personality	Easily Getting Angry	“Leave me alone!” I screamed at the top of my voice. “Give me that knife, you boy!” “I’ll kill you! I’ll kill you if you don’t leave me alone!”	Richard’s anger to his Aunty makes him take a knife to defend himself.	Character (By Speech)

13.	164	B.4	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Silent	I grew silent and reserved as the nature of the world in which I lived became plain and undeniable; the bleakness of the future affected my will to study.	Richard feels that his life is plain and it can be avoidable. He becomes a silent boy because he cannot understand what he wants	Character (By Author's Comment)
14.	181	B.4	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Silent	I was learning rapidly how to watch the white people, to observe their every move, every fleeting expression, how to interpret what was said and what left unsaid.	Richard feels that he cannot say what he wants.	Character (By Author's Comment)
15.	182	B.4	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Silent	Each day in the store I watched the brutality with growing hate, yet trying to keep my feelings from registering in my face. When the boss looked at me.	Richard only watching the brutality. He cannot do anything because he does not have power to change it.	
16.	188	B.4	The Impacts of Racial Discrimination	Being Silent	When I was just a bit slow in performing some duty, I was called a lazy black sonofabitch. I	When the oppression come at the place he works, he just keep	Character (By Author's Comment)

			Towards Richard Wright's Personality		kept silent, striving to offer no excuse for worsening of relations.	silent and continues his work.	
17.	190	B.4	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Being Silent	When I reached home, I did not tell the family what had happened; I merely told them that I had quit, that I was not making enough money, that I was seeking another job.	His silences affected to his family. He is unable to say the truth to his family,	Character (By Author's Comment)
18.	70	B.5	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Frightened of white	"Why?" "Because they're white," I said. You're foolish," My mother said.	Richard unable to sell the dog because he is afraid of white society.	Character (By Speech)
19	186	B.5	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Frightened of white	The next morning I was outside the office of the optical company long before it opened. I was reminding myself that I must be polite, must think before I spoke, must think before I acted, must say "yes sir, no sir", that I must so	Richard has to be polite in front of the white. He cannot say anything bad if he wants to stay longer in his office.	Character (By Author's Comment)

					conduct myself that white people would not think that I thought I was as good as they.		
20.	195	B.5	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Frightened of white	Even if I had tried, I could not have told him what was wrong. My sustained expectation of violence had exhausted me.	Richard's cannot tell the truth happens. He afraid if he tells the truth to the boss, the white will beat him.	Character (By Author's Comment)
21	200	B.5	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Frightened of white	I did not know when I would be thrown into a situation where I would say the wrong word to the wrong white men and find myself in trouble.	Richard afraid of saying a bad word to the white. He has to think before he says.	Character (By Author's Comment)
22.	202	B.5	The Impacts of Racial Discrimination Towards Richard Wright's Personality	Frightened of white	"Nothing, sir," I answered, looking suddenly miles deep into the blank wall of the room. "Keep your eyes where they belong if you want to be healthy!" "Yes, sir"	Richard scared to the white, because he is only a room boy and white does not like the white.	Character (By Speech)

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